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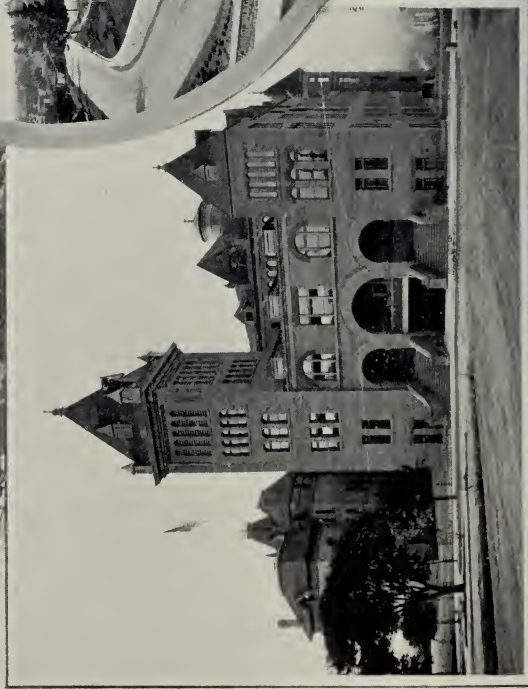


STATE NORMAL SCHOOL, LOS ANGELES, CALIFORNIA.  
Southeast View.

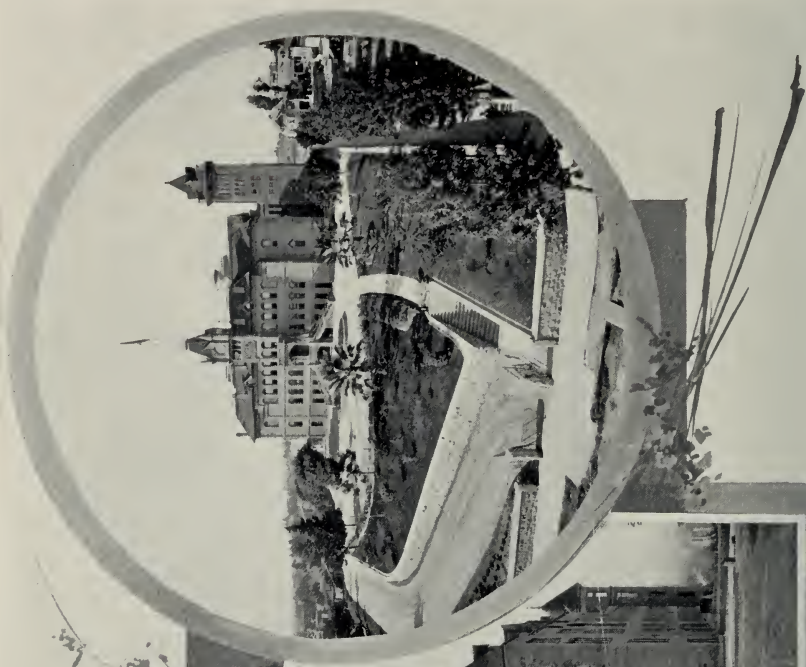


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North Entrance.



East Entrance.

STATE NORMAL SCHOOL, LOS ANGELES.

NINETEENTH ANNUAL CATALOG  
OF THE  
STATE NORMAL SCHOOL  
AT  
LOS ANGELES

FOR THE  
SCHOOL YEAR ENDING JUNE 30, 1901,

AND  
CIRCULAR FOR 1901-1902.

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SACRAMENTO:  
A. J. JOHNSTON, : : : SUPERINTENDENT STATE PRINTING.  
1901.

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# CALENDAR FOR 1901-1902.

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## FIRST TERM.

Entrance examinations, admission on credentials, and examinations for advanced standing and to remove conditions,

Monday, September 2, 1901

Term opens - - - - - Tuesday, September 3, 1901

Term closes - - - - - Thursday, January 30, 1902

Holiday vacation - - - December 20, 1901, to January 6, 1902

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## SECOND TERM.

Entrance examinations and admission on credentials,

Friday, January 31, 1902

All students entering at this time must be prepared to begin their work in advance of first year.

Term opens - - - - - Tuesday, February 4, 1902

Mid-term vacation - - - - - April 11 to 21, exclusive

Term closes - - - - - Wednesday, June 25, 1902

Commencement - - - - - Thursday, June 26, 1902

## BOARD OF TRUSTEES, 1900-1901.

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HENRY T. GAGE,	-	-	-	-	-	-	-	-	Governor.
									Ex Officio.
THOMAS J. KIRK,	-	-	-	-	-	-	-	-	Superintendent Public Instruction.
									Ex Officio.
R. H. F. VARIEL,	-	-	-	-	-	-	-	-	Los Angeles.
HENRY W. O'MELVENY,	-	-	-	-	-	-	-	-	Los Angeles.
N. P. CONREY,	-	-	-	-	-	-	-	-	Los Angeles.
JOHN S. COLLINS,	-	-	-	-	-	-	-	-	Ventura.
E. J. LOUIS,	-	-	-	-	-	-	-	-	Los Angeles.

### Officers of the Board.

R. H. F. VARIEL,	-	-	-	-	-	-	-	-	President.
HENRY W. O'MELVENY,	-	-	-	-	-	-	-	-	Vice-President.
EDWARD T. PIERCE,	-	-	-	-	-	-	-	-	Secretary.

### Executive Committee.

R. H. F. VARIEL,	HENRY W. O'MELVENY,
JOHN S. COLLINS.	





VIEWS OF LOS ANGELES CITY FROM NORMAL SCHOOL BUILDING.



## FACULTY, 1900-1901.

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### NORMAL DEPARTMENT.

EDWARD T. PIERCE, LL.B., PD.D., PRESIDENT,  
*School Economy.*

MELVILLE DOZIER, B.P., VICE-PRESIDENT,  
*Mathematics and Bookkeeping.*

GEORGE F. JAMES, A.M., PH.D.,  
*Professor of Psychology and Pedagogy, and  
Supervisor of Training School.*

ISABEL W. PIERCE, PRECEPTRESS,  
*English.*

SARAH P. MONKS, A.M., CURATOR OF MUSEUM,  
*Zoölogy and Botany.*

HARRIET E. DUNN, LIBRARIAN,  
*History.*

CHARLES E. HUTTON, A.M., REGISTRAR,  
*Mathematics.*

JOSEPHINE E. SEAMAN,  
*English.*

MAY A. ENGLISH,  
*Chemistry.*

JAMES H. SHULTS, A.M., M.D.,  
*Physics and Physiology.*

EVERETT SHEPARDSON, A.M.,  
*Psychology and Pedagogy.*

ADA M. LAUGHLIN,  
*Drawing.*

JAMES F. CHAMBERLAIN,  
*Geography and Physics.*

CHARLES M. MILLER,  
*Sloyd.*

CHARLES DON VON NEUMAYER,  
*Reading.*

SARAH J. JACOBS,  
*Director of Physical Training.*

ETTA E. MOORE, A.M.,  
*English.*

## FACULTY OF NORMAL DEPARTMENT--Continued.

B. M. DAVIS, M.S.,  
*Biology and Physiology.*

KATE BROUSSEAU,  
*Psychology and Mathematics.*

MARY M. SMITH,  
*Drawing and Sloyd.*

JENNIE HAGAN,  
*Music.*

AGNES ELLIOTT,  
*History and Geography.*

MARY G. BARNUM, B.L.,  
*English.*

LOU HELLMUTH, Ph.B., M.L.,  
*English.*

JESSICA C. HAZARD,  
*Domestic Science and Domestic Art.*

LUCY J. ANDERSON,  
*Domestic Science and Reading.*

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## KINDERGARTEN TRAINING DEPARTMENT.

FLORENCE LAWSON, *Director.* GERTRUDE LAWSON, *Assistant.*

---

## TRAINING SCHOOL.

### Critic Teachers.

FRANCES H. BYRAM, *City Principal.*

EMMA W. EDWARDS, M.L.

ALBERTINA SMITH.

CARRIE REEVES.

CLARA M. PRESTON.

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## EMPLOYEES.

MATTIE M. TOWNSEND, *Typewriter and Office Assistant.*

ELIZABETH H. FARGO, *Assistant Librarian.*

EDWIN P. CARR, *Engineer and Carpenter.*

LUKE GALLUP, *Janitor of Gymnasium.*

JOHN D. BARRIE, *Resident Janitor.*

THOMAS FARNHAM, *Gardener.*

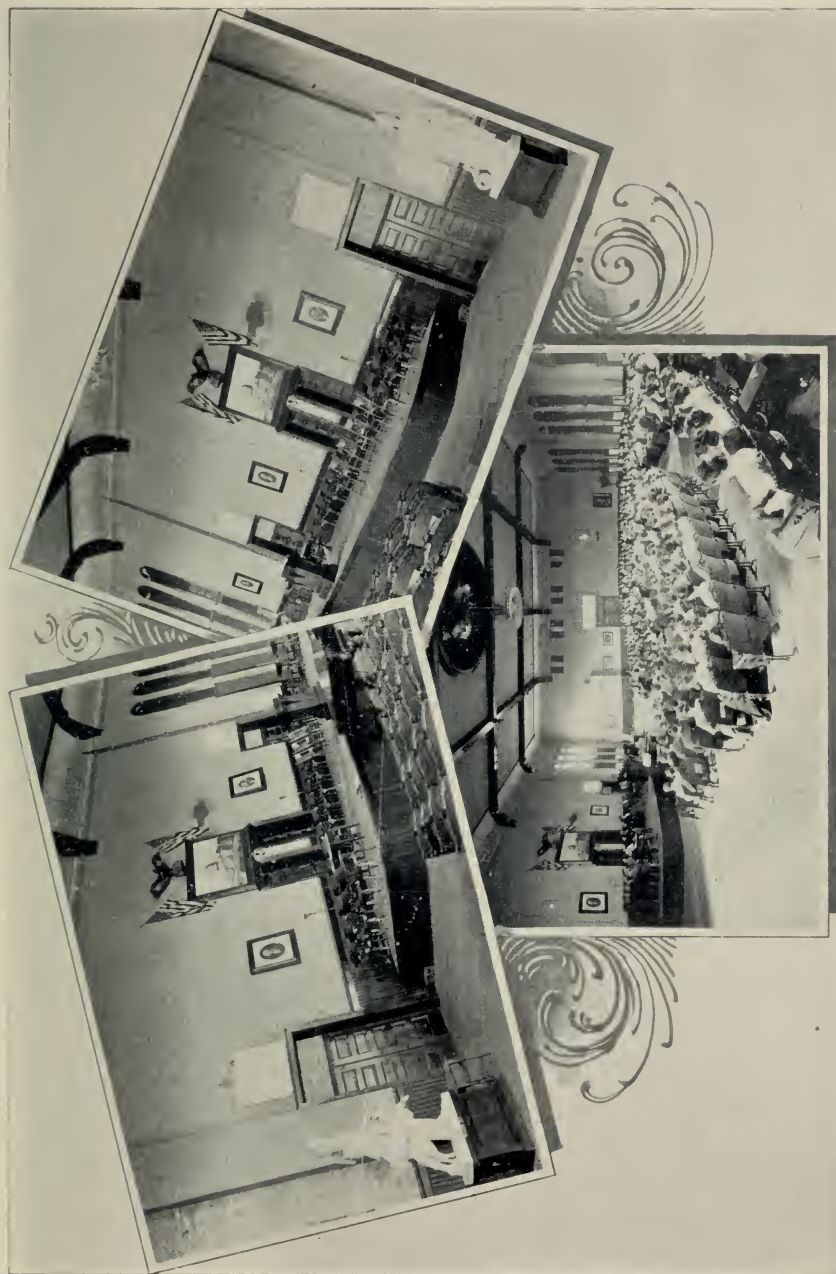
C. H. LAWRENCE, *Janitor.*



OFFICES AND RECEPTION ROOMS.







VIEWS OF ASSEMBLY ROOM.





## PRESIDENT'S REPORT.

EDWARD T. PIERCE.

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The purpose of a Normal School is to prepare teachers for the service of the State. Since the reorganization of this school eight years ago, the controlling thought in shaping its policy has been to make it truly professional. In the realization of this ideal, changes have been and are being made in the length of the course, in the preparation demanded of students before entering, in the character and breadth of the work, and in the closer relation of all departments to the Training School—the real core of the institution.

Seven years ago the joint board of Normal School Trustees decided, wisely, to add one year to the curriculum for those entering from the ninth year of the public schools. At the same time a shorter course was planned for the graduates of high schools. Special attention has been given to this latter class of students, with the result that a large proportion of those now entering the school are prepared to complete the work in from two to two and a half years. In the near future all the students of the school will be of this class, and a decided step forward will have been taken when all academic work, as such, can be eliminated from the curriculum. Such students enter the school with sufficient general culture to enable them to pursue the study of education without loss of time. The academic subjects named in the course for high school graduates are not simply reviewed, but are studied from the viewpoint of the future teacher. Pedagogy, general or applied, is, therefore, the principal study of the course.

Physical training in a fairly well-equipped gymnasium was already established at the beginning of the period named. It needed only to be carried on scientifically. Since a large proportion of the students are young women, it was thought best to place the department under the direction of a thoroughly trained woman. The excellent results of the work as now carried on are shown in the general good health of the students during their entire course, and in their better physical development when graduated than when admitted.

Believing that the Normal School should be the center for the training of kindergarten teachers, six years ago the Board established a department for the purpose. Its influence is felt throughout Southern Califor-

nia, our graduates having charge of a large number of the kindergarten schools of this section.

Manual training is a phase of education that is attracting the attention of educators. It will not be long before it has a place in the course of study in all schools from kindergarten to college; therefore, teachers must be trained to meet this need. Foreseeing this, wood sloyd has been a part of our curriculum for the past seven years. Cardboard sloyd, raffia work, basket weaving, and other phases of hand work adapted to the different school grades, have been lately added to the course. A special study is being made in our Training School as to the adaptability of various phases of hand work to the needs of the child during the several stages of development.

One more step has seemed to be necessary in the growth of our work, and that is some training for the young women in domestic science and domestic art. This is demanded not only for their personal good, but that they may, as future teachers, exercise a wholesome influence in the community in matters pertaining to healthful and economical home life. Hence, a short course in sewing, cooking, and general household economics has been introduced. The courses in biology, chemistry, and physiology all have a direct relation to the final practical application of a knowledge of these subjects to domestic economy.

Along with the development of these different kinds of work, there has been a continuous study of the public school problem by all the members of the Faculty. The training or practice school should be the real center of a normal school. Too often, however, there is a wide gulf between the so-called normal teachers and those who have direct charge of the training school as critic teachers. There should be the closest interrelation between the work of the two departments. To bring about this result there has been a series of seminar meetings extending over a period of several years, in which topics of mutual interest in regard to the various phases of normal work have been freely discussed. It has been the duty of every teacher to visit the Training School, and so shape his work as specially to prepare students for their practice there. It has been the duty also of some one of the Normal teachers in each department to do some special work in the Training School, to advise with critic teachers, to observe and help students while teaching, to direct work in special method, and to take an active part in shaping the course of study for the Training School. In this way, coöperation now permeates the whole teaching force of the school; all have a definite interest in the public school problem, and, as a result, the whole work of the school is vitalized and made truly professional. In the treatment of each subject in another part of this circular, the character of this special work is briefly shown.

Improvements now under way will largely increase our facilities for carrying on the work in manual training and domestic economy, and

will enable us to concentrate it all in one building. Our facilities for practice work will also be greatly increased. The plan in vogue during the past two years has been to require students to spend the whole last half of their Senior year in the Training School, and in discussions directly connected with their practice work. Thus a large number of children and rooms are required. We hope to open next September with twenty-four rooms for training school purposes, and with five hundred children on the roll besides those in the kindergarten classes. Thus, will our students be enabled to gain all the benefits that should come to them in this final stage of their preparation as teachers.

The demand in the past for the graduates of the institution in the public schools of the State is a fair indication of the work done in the way of special preparation.

The equipment is gradually being added to; the students who enter from year to year come with better preparation, while there is no probable increase in the numbers. The President and the Faculty feel, therefore, that they will be able as time progresses more and more fully to solve the real problem of pedagogical training.

## CONDITIONS OF ADMISSION AND GRADUATION.

---

For admission to any class, the following qualifications are requisite :

(1) The applicant must be sixteen years of age, and strong mentally, morally, and physically.

(2) To be admitted without examination, an applicant must (*a*) hold a valid teacher's certificate of any grade from any county or city of California; or (*b*) hold a diploma of graduation from a California high school; or (*c*) a diploma from the ninth year of the public schools under conditions named below; (*d*) applicants presenting high school diplomas of graduation, or first grade teachers' certificates granted in other states than California, may be admitted without examination at the discretion of the Faculty. For further regulations concerning the admission of high school graduates see page 18.

Graduates from the ninth year of the public schools of California will be admitted on September 2d if the diploma presented by each is also accompanied by a statement as to standing and a special recommendation from teachers. The record of standing must show a high grade in all subjects. The Faculty reserves the right to examine any student in any subject when this seems advisable.

### ADMISSION ON EXAMINATION.

Examinations for admission to the Junior class will be given, at the date named in the calendar, September 2d, for the fall term, and for advanced standing January 31st, for the spring term. In the former a fair knowledge of the following subjects will be required: Arithmetic, English, Geography, United States History, Reading, Spelling, Penmanship, and Vocal Music.

The requirements in Arithmetic will include the following points: Accurate work in the fundamental operations; reduction in common and decimal fractions; simple processes in weight, measurement, and volume; forms in analysis; applications of percentage, with special reference to the use of elemental principles.

In English the applicant for examination should be able to distinguish readily the various parts of speech in their usual construction. He should analyze quickly simple prose or verse, giving the various kinds of sentences and the relation of the parts. He should be able to summarize in his own words the thought of any simple text placed before him. The exercise in composition will be based on the readings required. The subjects chosen will demand a clear grasp of the author's thoughts, rather than memory of technical details. The composition must be

reasonably correct in spelling, grammar, and punctuation, and must show some knowledge of paragraphing.

#### LIST OF READINGS.

- I. (a) *Alhambra*; (b) *Sleepy Hollow Legend*; (c) *Rip Van Winkle*.
- II. (a) *Evangeline*; (b) *Miles Standish*; (c) *Hiawatha*.
- III. (a) *Lady of the Lake*; (b) *Lay of the Last Minstrel*.
- IV. (a) *Snow-Bound*; (b) *Tent on the Beach*.

Every student must be prepared on one work from each group of the above. He must be able to quote some good passage of at least ten consecutive lines from the verse that he had studied.

Students seeking to enter the Normal School should have a fair knowledge of Geography, including location of most important countries, their chief productions, and characteristics of the people. The great grain, cotton, timber, fruit, grazing, and mineral belts of our own country should be known, as well as the cause of their distribution. A knowledge of the manners and customs of the people in the different parts of the country is also required. Ability to think well will cover the lack of many technical points in the work.

The course in the History of the United States deals chiefly with the growth and character of the Government, including a careful study of the Constitution and its workings. In order to pursue this course intelligently, the applicant should have a good knowledge of the main facts of our history, especially through the colonial and revolutionary periods. The examinations are given with a view to testing preparation in this particular.

Applicants for admission will be examined in Spelling upon words in common use, such as may be found in the California State Speller, and are expected to spell a large percentage of any selected list of such words at dictation.

The Natural Vertical system of penmanship is taught; and, as a prerequisite to admission, a student must write a plainly legible hand, not necessarily the vertical, having a reasonable regard to regularity and neatness.

In Music, the student must be able to sing the major scale, and to both sing and write the diatonic intervals.

(3) Every one admitted to the school must present a certificate of good moral character, signed by the County Superintendent of Schools, or by two School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

(4) According to a regulation of the Board of Trustees, each applicant must present evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would



militate against his or her fitness as a teacher of children. The Faculty are therefore authorized, when they deem it necessary, to require of any student a physician's certificate of health and freedom from physical defects. This may be made out by the family physician of any student according to the following form, or the examination may be made by the school physician, a lady, at an expense of one dollar, or without expense by Dr. Shults, of the Faculty, also a regular physician:

FORM: I, ———, a physician in good and regular standing, residing at ———, do certify that ——— is strong physically, and able to do the work of the Normal School so far as ——— health is concerned, and that ——— has no chronic disease or physical defect of speech or hearing or appearance that would militate against ——— usefulness and success as a teacher.

—————, Physician.

Students allowed to continue their course must present certificates of vaccination, or be vaccinated as soon as possible after entering.

Applicants should be here at 9 A. M. on the days indicated: viz: September 2, 1901, and January 31, 1902.

Those entering on past examinations, credentials, or previous membership in the school, should also be here on the above dates and report to the President.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all the studies of the prescribed course, and must have shown, by actual and continued teaching in the Training School, an ability and fitness for governing and teaching well.

Applicants for admission are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California.

All entering the school are also required to sign the following blank:

I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

(Signed) ———,  
of ———, County of ———.

—————, 19—.

Parents and guardians will be required to sign the following:

For myself as ——— of the student whose name is signed above, I also accept on my part the conditions specified and upon my part agree to withdraw ——— from the school upon receiving notice from the President that the Faculty requested the same.

(Signed) ——— ———.

A deposit of five dollars is made with the President, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, building, or furniture. This will be required without fail before the student is enrolled.



## GENERAL INFORMATION.

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### ADVICE TO THOSE WHO WISH TO ENTER THE SCHOOL.

1. If possible complete a good high school course. Ask yourself if you have an earnest desire to become a well-prepared teacher and if you possess the ability mentally and physically to do the hard work required. Determine whether you will abide by every regulation and will earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

2. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district. This reference must be presented before the applicant is registered as a student.

3. Text or reference books which you may have will be useful here, and should be brought with you.

### EXPENSES.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about \$5 per term. Instruments and material for work in the different sciences will cost from \$10 to \$20 during the four years. One dollar per term will be charged for materials in the Physical Laboratory work, and \$2.50 for the same purpose in the work in Chemistry, and \$1.50 for the material used in the Domestic Economy Department; fifty cents per year will be charged for material in Sloyd work, and twenty-five cents per year as a library fee to cover wear and tear and losses. Board in private families costs from \$3.50 to \$5.00 per week. Rooms may be had by students if they wish to board themselves. The cost of living may then be reduced to \$2.50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtasking himself.

### DISCIPLINE.

The aim of the administration is to lead students to be self-governing. An effort is made to create a feeling of responsibility and lofty purpose, such as should characterize Normal School students.

As an aid to this end there is at present an organization known as "The Associated Body of Students." This organization has for its object the management of many matters that tend to the well-being of

the school. The students have regular meetings and discuss many questions that look to their own government and the welfare of the Normal School. They thus make it possible for the Faculty to impose few arbitrary restrictions and positive rules and penalties.

#### **BOARDERS AND BOARDING.**

The Board of Trustees of the school have adopted the following regulations, which the Faculty of the school are required to see fully observed:

All pupils attending any department of the school, who do not board and room with their parents or legal guardians, and who are not under the immediate charge of parents or such guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Pupils must consult the Preceptress or President before selecting boarding-places. This rule is imperative and applies to all, whether they have been in the school before or are new pupils.

2. Pupils must board at places indorsed by the Preceptress or President.

3. Young women and young men shall not be allowed to board in the same house. This rule shall apply equally when the house is occupied by two or more families.

4. Permission must in every case be obtained from the Preceptress when pupils desire to board in families where boarders are taken who are not connected with the school. It is not expected that permission will be asked which conflicts with the preceding regulation.

5. Brothers and sisters shall be allowed to board in the same house, provided no other boarders are received into the house.

## COURSE OF STUDY.

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The regular course of study occupies four years.

Any student who shall accomplish the work prescribed in the course of study shall be graduated on the recommendation of the Faculty, provided that one entire year must be passed in the school.

### TABULATED COURSE OF STUDY.

#### First, or Junior Year.

	JUNIOR B.	JUNIOR A.
PROFESSIONAL.....		
ENGLISH .....	Grammar—20—4.	Classic Myths, Composition—20—4.
SCIENCE.....	Chemistry—20—3.	Botany—20—5.
GEOGRAPHY AND HISTORY .....	Ancient and Medieval History—20—4.	Geography—20—4.
MATHEMATICS.....	Algebra—20—4.	Algebra—20—4.
ART AND MANUAL TRAINING.....	Sloyd—20—2.	Drawing—20—2. Sloyd—20—2.
MISCELLANEOUS .....	Reading—20—3. Physical Training—20—3. Music—20—2.	* Spelling—20—1. Physical Training—20—3. Music—20—1.

\* May be passed by examination, unless written work shows deficiency.

The first number refers to the number of weeks; the second to the hours per week.

**Second Year.**

	MIDDLE D.	MIDDLE C.
PROFESSIONAL.....		
ENGLISH .....	Poetry—20—4. American Literature.	Word Work—20—4.
SCIENCE.....	Zoölogy—20—5.	Domestic Science—20—2. Physiology—20—5.
GEOGRAPHY AND HISTORY .....	English History—20—4.	U. S. History and Government—20—5.
MATHEMATICS .....	Geometry—20—5.	
ART AND MANUAL TRAINING .....	Drawing—20—2. Sloyd—20—2	Drawing—20—2. Sloyd—20—1.
MISCELLANEOUS .....	Physical Training—20—3.	Reading—20—3. Music—20—1. Physical Training—20—2.

**Third Year.**

	MIDDLE B.	MIDDLE A.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH .....	Prose Masterpieces, Composition—20—5.	Shakespeare and History of Literature—20—5.
SCIENCE.....	Chemistry—20—3. Physics—20—4.	Domestic Science—20—3. Physics—20—5.
MATHEMATICS.....		Geometry—20—4.
ART AND MANUAL TRAINING.....	Method in Manual Train- ing—20—2. Drawing—20—2.	Drawing—20—2.
MISCELLANEOUS .....	*Spelling—20—1. Physical Training—20—3. Music—20—2.	Physical Training—20—2.

\* May be omitted if all written work is satisfactory.

## Fourth, or Senior Year.

	SENIOR B.	SENIOR A.
PROFESSIONAL .....	History and Philosophy of Education—20—3. General Pedagogy—20—3.	School Law—20—1. School Economy—10—3. Teaching—20—12½.
ENGLISH .....	Pedagogy of Gram- mar—20—3.	Literature in the Grades—20—2. Method in Language—20—1.
SCIENCE .....		Method in Biology—20—1.
GEOGRAPHY AND HISTORY .....	Pedagogy of Geogra- phy—20—3.	Method in Geography—20—1. Method in History—20—1.
MATHEMATICS .....	Pedagogy of Arithme- tic—20—5.	Method in Arithmetic—20—1.
ART AND MANUAL TRAINING .....	Pedagogy of Draw- ing—20—2.	Method in Drawing—20—1.
MISCELLANEOUS .....	Pedagogy of Reading—20—2. Pedagogy of Music—20—1. Pedagogy of Physical Culture—20—3.	Method in Reading—20—1. Method in Music—20—1.

The work of Senior B has been arranged with the guiding principle of direct preparation for teaching, and each subject is presented also from the *method* point of view. The work of Senior A carries forward the same idea with supervision of Training School practice and discussions of principles applied in the teaching of various studies. These "method" talks are by the special teachers of the respective subjects.

## A SHORT COURSE FOR HIGH SCHOOL GRADUATES.

1. A two years' course has been arranged for graduates of accredited high schools who are recommended to the State University for satisfactory work in the following subjects:

English (A, 1 & 14); Algebra through quadratics (3); Plane and Solid Geometry (4 & 12<sup>a</sup>); Greek and Roman and Medieval and Modern History (10<sup>a</sup> and <sup>b</sup> & 13); Government of the United States (5); Physics (11); Chemistry (12<sup>b</sup>); Botany or Zoölogy (12<sup>c</sup> or <sup>d</sup>); three years of Latin (6 & 7<sup>a</sup>), or an equivalent in Greek, French, or German.

(*Note*.—One half year's satisfactory work in Botany or Zoölogy will admit conditionally to the course in Biology. A recommendation in Latin excuses from all word work except Spelling, which may be taken by examination.)

2. Graduates of accredited high schools not recommended in all the above subjects will be required to pass by examination or to pursue in class those subjects in which they are deficient, thus lengthening the course to five or more terms.

3. Applicants for the two years' course must hold credentials in the form required for admission to the State University. They should present these in person to the High School Committee between nine and twelve o'clock of the day fixed in the calendar for the term when they wish to enter. Applicants fully accredited will find it advantageous to enter in September.

4. Graduates from high schools of other States and from non-accredited schools of this State will be given such advanced standing as in the opinion of the Faculty their credentials may justify.

5. Undergraduates of high schools and any other applicants with training beyond that of the ninth year of the public schools will be received, and ranked according to their qualifications.

### TABULATED COURSE OF STUDY—HIGH SCHOOL GRADUATES.

#### First Year.

	MIDDLE B.	MIDDLE A.
PROFESSIONAL .....	Psychology—20—4.	Psychology—20—4.
ENGLISH .....	Composition and Prose Masterpieces—20—4.	

**First Year—Continued.**

	MIDDLE B.	MIDDLE A.
SCIENCE.....	Physiology—20—4. Domestic Science—20—2.	Biology—20—4. Domestic Science—20—3.
GEOGRAPHY AND HISTORY .....		U. S. History—20—4.
MATHEMATICS .....		
ART AND MANUAL TRAINING.....	Drawing—20—2. Sloyd—20—2.	Drawing—20—3. Sloyd—20—3.
MISCELLANEOUS .....	Reading—20—4. Music—20—2. Physical Culture—20—2.	Music—20—2. Physical Culture—20—3.

University credits in Solid Geometry to be accepted.

**Second Year.**

	SENIOR B.	SENIOR A.
PROFESSIONAL.....	History and Philosophy of Education—20—3. General Pedagogy—20—3.	School Law—20—2. School Economy—10—3. Teaching—20—12½.
ENGLISH .....	Pedagogy of Gram- mar—20—3.	Literature in the Grades—20—2. Method in Language—20—1.
SCIENCE.....	Pedagogy of Physics—20—2.	Method in Biology—20—1.
GEOGRAPHY AND HISTORY .....	Pedagogy of Geogra- phy—20—4.	Method in Geography—20—1. Method in History—20—1.
MATHEMATICS.....	Pedagogy of Arithme- tic—20—5.	Method in Arithme- tic—20—1.
ART AND MANUAL TRAINING.....	Pedagogy of Draw- ing—20—2.	Method in Draw- ing—20—1.
MISCELLANEOUS .....	Pedagogy of Music—20—1. Pedagogy of Physical Culture—20—2.	Method in Reading—20—1. Method in Music—20—1. Method in Physical Culture—10—2.



## KINDERGARTEN TRAINING DEPARTMENT.

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FLORENCE LAWSON, Director.  
GERTRUDE LAWSON, Assistant.

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### CONDITIONS OF ADMISSION.

Application for admission to the Kindergarten Department shall be made to a committee consisting of the President of the Normal School, the Director of the Kindergarten, and the Professor of Pedagogy of the Normal School.

Graduates of accredited high schools who are fully recommended for entrance to the State University will be admitted to a two years' course after having passed the following examinations: *Music*, Instrumental, ability to read simple airs with reasonable facility, in good time and with fair touch; *Vocal*, ability to sing simple songs with accuracy and expression. *Drawing*, ability to draw simple objects in outline and light and shade in good perspective.

Applicants not having such credentials must satisfy the Kindergarten Committee that their qualifications are equivalent to those required for admission to the regular two years' course (see page 18) or to the work of the first two years of the regular course.

Those who are pursuing the Normal course and have finished the work of its first two years, may elect the two years' Kindergarten training course if they show peculiar fitness for that work.

Any advanced standing in the required work for kindergartners necessitates an examination in all the subjects completed in the first year of the special Kindergarten course. This examination shall cover both the academic and kindergarten training of the year specified in addition to the regular entrance examination, but holders of diplomas from the four years' course of California Normal Schools may be admitted to a special course in kindergarten training, shortening the time as the committee may deem advisable.

A class will be admitted in September of each year.

Students who do not show some natural fitness for the work by the end of the first half year will be required to withdraw.

By the laws enacted by the Legislature of 1897 and 1901, the diploma from this department is made a valid license to teach in kindergartens throughout the State.

## KINDERGARTEN TRAINING COURSE OF TWO YEARS.

## First Year.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....	Psychology—20—4.	Psychology—20—4.
ENGLISH .....	Composition, Amer. Prose, Classic Myths—20—4.	
SCIENCE.....	Physiology—20—4.	Botany—20—3. Zoölogy—20—3.
ART AND MUSIC .....	Music—20—2. Drawing—20—2.	Music—20—3. Drawing—20—2.
MISCELLANEOUS .....		Reading—20—2.
KINDERGARTEN.....	Theory—20—5. Observation—20—4.	Theory—20—5. Observation—20—3.

## Second Year.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....		Pedagogy—20—4.
ENGLISH .....	Literature in the grades, 20—2. Method in Language—20—1.	
ART AND MUSIC.....	Drawing—20—2. Music—20—1.	Music—20—1.
KINDERGARTEN.....	Theory—20—5. Practice Teaching—20—15.	Theory—20—5. Practice Teaching—20—15.

## ONE-YEAR COURSE.

	FIRST TERM.	SECOND TERM.
PROFESSIONAL.....		Pedagogy—20—4.
ENGLISH .....	Subject to needs of Prac- tice Work.	
MISCELLANEOUS .....	Drawing and Music as re- quired by needs of Prac- tice Work.	Drawing and Music as re- quired by needs of Prac- tice Work.
KINDERGARTEN.....	Theory—20—10. Practice Teaching—20—15.	Theory—20—10. Practice Teaching—20—15.

## OUTLINE COURSE OF STUDY FOR THE KINDERGARTEN DEPARTMENT.

The first and second years' work for students entering from the ninth year of the public schools is identical with that of the first two years of the regular Normal course. (See paragraph 3 above.)

The third and fourth years' work, and that for college and high school graduates (see paragraph 2 above), is as follows:

### THIRD YEAR.

1. KINDERGARTEN THEORY. Mother-play, Gifts, Occupations, Program, and Games (one hour per week to each subject specified), Observation in Morning Kindergarten (four hours per week).

2. PSYCHOLOGY. This consists of an experimental and theoretical study of mental life, with a special view to a better understanding of child life and development (four hours per week throughout the year).

3. SCIENCE. This consists of one term's work each of Zoölogy and Botany (three hours per week) and one term's work in Physiology (four hours per week). For further details see course in Biology and Physiology.

4. VOCAL MUSIC. Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selection of music for kindergarten uses; sketches from the history of music.

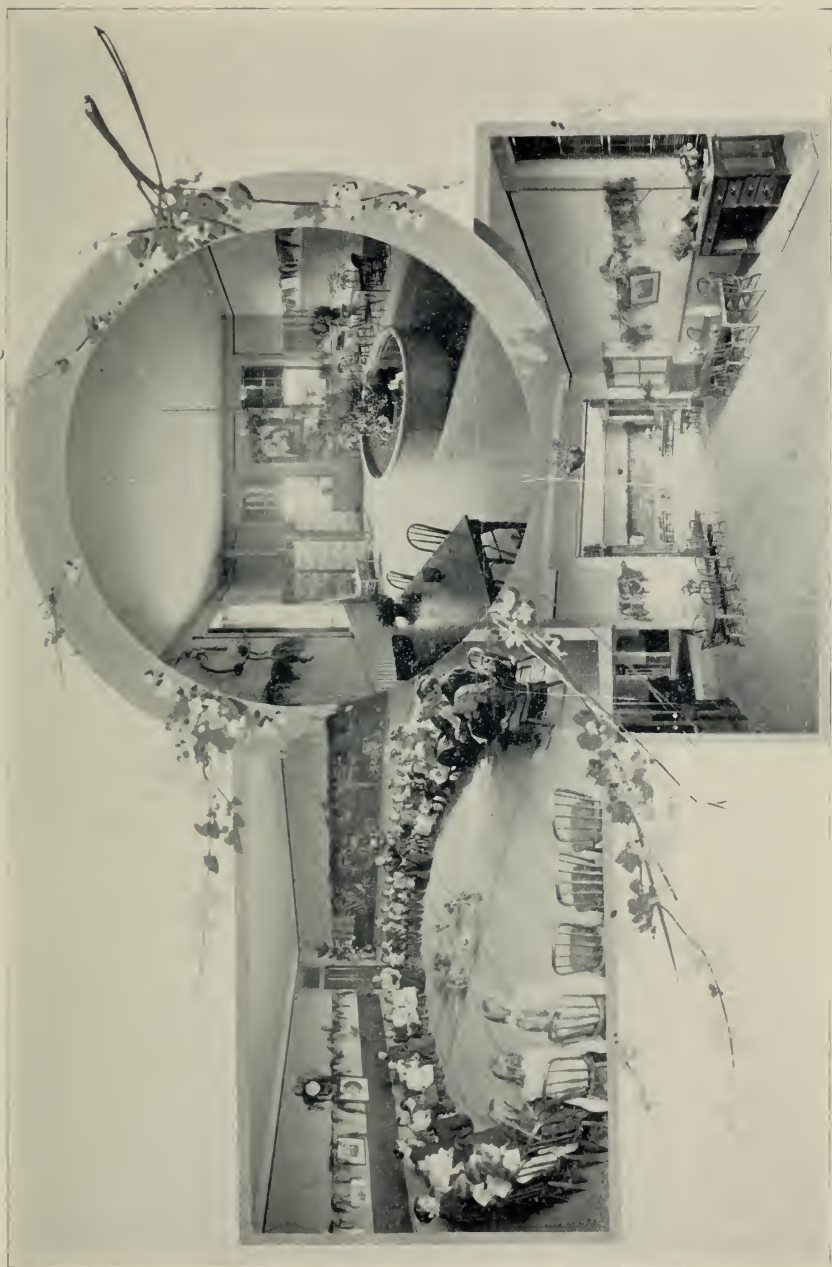
INSTRUMENTAL MUSIC. Playing for marches and games; sight reading and good interpretation of song story; at least one hour's practice per day.

5. ENGLISH. All students with no higher training than high school English take forty weeks of English in the school; the first term to be training in composition; reading of prose masterpieces; classic myths.

6. DRAWING. *First Term:* Time, two periods per week for twenty weeks. Outline of subject-matter. Form study of type solids and common objects. Clay modeling of type solids and common objects. Mass drawing at blackboard for purpose of illustration. Free paper cutting for illustration and design. Nature study, plant and animal forms. A study of perspective principles and their application to objects; drawing in outline. Color, using prism, colored tablets, and papers, the brush and water colors.

*Second Term:* More advanced work, similar in plan to first term's work. Study of germination and plant growth. Light and shade, from objects, plant form and form cast. Pen and ink illustrations. Composition. Study of space relations. Imaginative sketches. Outdoor sketching. Color continued.

7. READING. Essentially the same work as that of the Junior year in the Normal course.



KINDERGARTEN ROOMS.







GARDEN AND OUTDOOR GYMNASIUM—KINDERGARTEN.

KINDERGARTEN TRAINING CLASS,  
GARDEN FOR KINDERGARTEN.





## FOURTH YEAR.

1. KINDERGARTEN THEORY. Mother-play, Education of Man, Blow's Symbolic Education, Gifts, Program, and Adaptation of Stories to Kindergarten Use (five hours per week). Practice work (fifteen hours per week throughout the year). This practice will be required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for the telling of stories, teaching of songs, and conducting morning circle, games, and marches. Students who fall below grade in such practice work will not receive the diploma, even though their academic work be satisfactory.

2. PEDAGOGY. An outline study of the History and Philosophy of Education, with special reference to kindergarten work. A course in general method and in method of the recitation for primary and grammar grades.

3. MUSIC. The work in this is a continuation of the work of the previous year.

4. ENGLISH. Study of literary masterpieces.

5. DRAWING. Object drawing and nature study continued. The mediums used are chalk, pencil, charcoal, and the brush with water colors. Drawing and painting from life. Illustration of trades and occupations.

## KINDERGARTEN TEXTS.

*Education of Man*, Hailman's translation.

*Mutter and Kose Lieder*, published by Lee and Shepard; or *Mutter and Kose Lieder*, translated by Susan Blow.

*Psychology and the Psychosis of Intellect*, Denton J. Snider.

*Study of Child Nature*, Elizabeth Harrison.

*Symbolic Education*, Susan Blow.

*Songs for Little Children*, 2 vols., Eleanor Smith.

*Psychology of Froebel's Play Gifts*, Denton J. Snider.

## TEXT-BOOKS.

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### JUNIOR B—

ENGLISH—Maxwell & Smith's Writing in English.

CHEMISTRY—Williams's.

ALGEBRA—Wentworth's.

HISTORY—Adams's European.

READING—Metcalf & DeGarmo's Dictionary Work.

### JUNIOR A—

ENGLISH—Gayley's Classic Myths.

BOTANY—Bergen's Foundations.

GEOGRAPHY—Davis's Physical or Tarr's Elementary Physical.

ALGEBRA—Same as Junior B.

### MIDDLE D—

ENGLISH—Waddy's Rhetoric; Selected Readings.

GEOMETRY—Wentworth's.

HISTORY—Coman & Kendall's English.

### MIDDLE C—

WORD-WORK—Kellogg & Reed's Word Building.

PHYSIOLOGY—Macy & Norris's Physiology for High Schools.

HISTORY—Channing's Students' United States.

READING—Bailey's Essentials of Reading.

### MIDDLE B (Regular Course)—

PSYCHOLOGY—James's or Titchener's.

ENGLISH—Selected Readings.

PHYSICS—Hoadley's or Wentworth & Hill's.

CHEMISTRY—Remsen's Introduction; Williams's Laboratory Manual.

### MIDDLE B (High School Course)—

PSYCHOLOGY—James's or Titchener's.

ENGLISH—Selected Readings.

PHYSIOLOGY—Macy & Norris's Physiology for High Schools.

READING—Metcalf & DeGarmo's Dictionary Work; Bailey's Essentials of Reading.

## MIDDLE B (Kindergarten Course)—

PSYCHOLOGY—James's or Titchener's.

ENGLISH—Selected Readings.

PHYSIOLOGY—Macy &amp; Norris's Physiology for High Schools.

THEORY—Harrison's Study of Child Nature; Mutter and Kose  
Lieder (Mother Plays).

## MIDDLE A (Regular Course)—

PSYCHOLOGY—Same as Middle B.

ENGLISH—Pancoast's Introduction to English Literature; Palgrave's Golden Treasury.

PHYSICS—Same as Middle B.

GEOMETRY—Same as Middle D.

## MIDDLE A (High School Course)—

PSYCHOLOGY—Same as Middle B.

HISTORY—Channing's Students' United States.

## MIDDLE A (Kindergarten Course)—

PSYCHOLOGY—Same as Middle B.

BOTANY—Bergen's Foundations.

READING—Metcalf &amp; DeGarmo's Dictionary Work.

THEORY—Froebel's Education of Man (Heilman's translation).

## SENIOR B (Regular Course)—

PEDAGOGY—McMurry's General Method and Method of the Recitation.

ENGLISH—Whitney's Essentials of English Grammar.

GEOGRAPHY—Longman's School.

ARITHMETIC—McLellan &amp; Ames's Public School.

## SENIOR B (High School Course)—

PEDAGOGY—McMurry's General Method and Method of the Recitation.

ENGLISH—Whitney's Essentials of English Grammar.

GEOGRAPHY—Tarr's Physical; Longman's School.

ARITHMETIC—McLellan &amp; Ames's Public School.

## SENIOR B (Kindergarten Course)—

ENGLISH—Corson's Aims of Literary Study; Scudder's Literature in School.

THEORY—Snider's Psychology of Play Gifts; Blow's Symbolic Education.

## SENIOR A (Regular and High School Courses)—

ENGLISH—Corson's Aims of Literary Study; Scudder's Literature in Schools.

## SENIOR A (Kindergarten Course)—

PEDAGOGY—McMurry's General Method and Method of the Recitation.

THEORY—Same as Senior B.

In addition to the above, selections may be made from the following :

PSYCHOLOGY AND PEDAGOGY—James's Talks to Teachers; Newsholmer's School Hygiene; Davidson's History of Education; Williams's History of Education.

ENGLISH—Kimball's English Sentence; Revised State Series Grammar.

BIOLOGY—Jordan & Kellogg's Animal Life.

PHYSIOLOGY—California State Series.

PHYSICS—Chute's; Hall & Bergen's.

GEOGRAPHY—California State Series.

ARITHMETIC—California State Series; Wentworth & Hill's Exercises.

HISTORY—Green's Short History of the English People; Montgomery's Leading Facts of English History; Sheldon's General; California State Series.

MUSIC—Beacon Song Collection; Smith's Songs for Little Children.



MUSEUM.



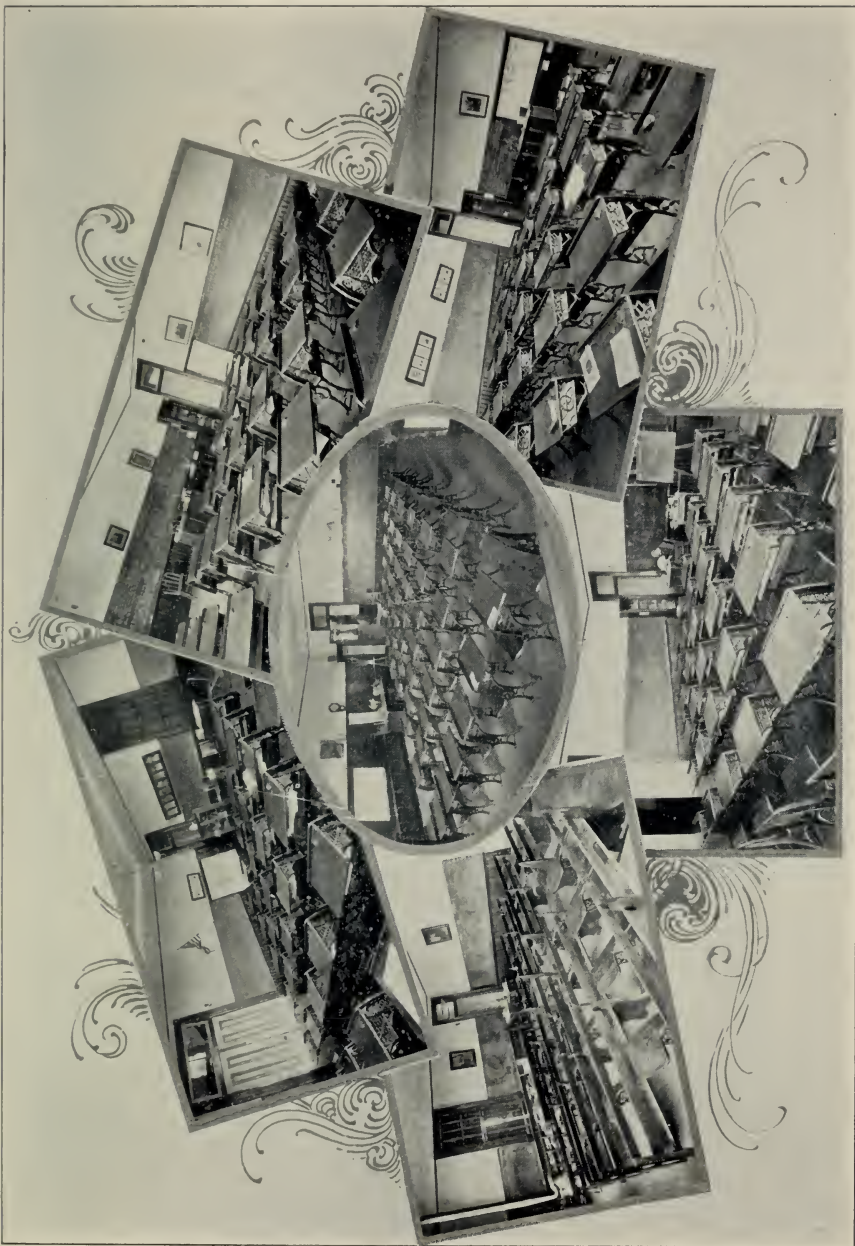
HALL.



LIBRARY.







GROUP OF NORMAL CLASSROOMS.



## EXPLANATION OF THE COURSE OF STUDY AND THE METHODS PURSUED.

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The aim of the Normal School is to promote mental power, acquisition of knowledge, and understanding of how to study and how to teach. To accomplish these, exact and thorough use of text-books is essential, but other means, just as important, are employed. An excellent library is fully utilized in the work of the school, and laboratory facilities are afforded and laboratory methods are followed in all subjects admitting of such treatment. All studies are handled topically as well as by class assignment, and individual research and presentation with general discussions are encouraged. Exactness and thoroughness are tested by frequent and detailed written exercises.

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## PROFESSIONAL WORK.

EDWARD T. PIERCE.

KATE BROUSSEAU.

GEORGE F. JAMES.

EVERETT SHEPARDSON.

The special preparation for teaching afforded in this Normal School is planned with several guiding principles. That a truly professional spirit may prevail throughout, all courses from the first are arranged with definite reference to the needs of the future teacher, and attention is constantly called to the methods proper to the different subjects of instruction. Those studies which bear a direct relation to the strictly professional work are placed so as to lead naturally to this: e. g., the neural physiology immediately precedes and forms the basis of the first course of psychology. While the students in each year are brought to consider the aims and plans of their life work and thus live, so to speak, in the professional atmosphere, the great part of the technical training is concentrated in the last few terms. The ordinary studies of the public school are reviewed in the Senior classes, and discussions on the methods of these studies are continued during the practice period in the Training School.

### PSYCHOLOGY AND GENERAL PEDAGOGY.

Psychology is studied during two half years with both a cultural and a distinctly professional aim. The method followed includes "experimental introspection" and much reference reading and discussion on various theories in reference to the mental activities. The experimentation, both introspective and otherwise, is largely on the illustrative plan. Use is made of the psychological apparatus also, of which there is a choice supply, for exemplification of method of psychological study. The texts used are those of James and Titchener, with much supplementary reading.

The work done in child study is largely carried on with syllabi and is chiefly illustrative of that method of child study; reference is made also to other plans of child study. An attempt is made to have the students get a knowledge of the attitude of children toward common subjects and to have them obtain a more intelligently sympathetic interest in children.

The Senior B course in pedagogy is essentially practical. Special attention is given to the psychological topics that bear closest relation to pedagogy, and retrospective and observational studies are made of school-room problems in both elementary and secondary schools. The texts used are McMurry's *General Method* and *Method of the Recitation*.

School hygiene (including the hygiene of instruction) is given such attention in both psychological and pedagogical courses as time and student ability warrant.

### HISTORY OF EDUCATION.

The outlines of educational history and philosophy are given in a three-hour lecture course in connection with much outside reading and frequent oral and written reports. The school is equipped with an extensive pedagogical library, containing the chief educational classics, the best histories of education with biographies of leading educators, and the most approved works on theory and practice, with a periodical list of the best weekly and monthly publications on education. Full use is made of these in all the pedagogical courses.

### SCHOOL ECONOMY AND SCHOOL LAW.

School economy and school law are considered during the last term in order to give the future teacher the greatest practical assistance and direction in these important matters.

The course in school economy will include lectures on such topics as: "How to Secure a School"; "Work Preliminary to the Opening of School"; "Temporary Organization"; "Permanent Organization and Classification of Pupils"; "The Program"; "School Government and Its Purpose." Under this latter head will be considered such topics as: "The

Parties Interested in a School, and Their Relations to One Another"; "The Teacher as a Legislator, and His Duties as Such"; "The Teacher as a Judge, and His Qualifications as Such"; "The Teacher as an Executive—His Power and Purpose as Such"; "Judicious and Injudicious Punishments"; "School Tactics"; "The Teacher as a Man or Woman, as a Citizen and as a Leader."

The work of the last half year is divided between professional studies in the Normal School and practice teaching (one half day for twenty weeks) in the Training School. Throughout this term there are weekly meetings of the training class with the teachers of the Normal and Training Schools to discuss various phases of common school work. A professional thesis is required of every student before graduation.

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## ENGLISH.

ISABEL W. PIERCE.

JOSEPHINE E. SEAMAN.

MARY G. BARNUM.

ETTA E. MOORE.

LOU HELLMUTH.

Although the distinctively professional work of the English course is assigned to the Senior year, the entire course is professional in spirit and aim. The fact is recognized that knowledge of the subject-matter, capacity of independent thought, clearness and directness of expression, and some degree of literary taste and appreciation are prerequisites to any successful teaching of English; and therefore the English course of the first three years is designed mainly to attain these ends. Throughout the course, the methods of instruction are modified by the professional purpose of the work.

Grammar and composition receive careful attention, as being subjects of especial importance to those who are to be teachers in elementary schools. In grammar, the relation between form and content is constantly emphasized; the study of the sentence is based upon a study of the logical relations that underlie it, and the parts of speech are considered with reference to the distinctive office of each in the expression of thought. The method of study is mainly inductive, and students are required to express clearly and to apply carefully the results arrived at.

Composition is taken up in the second term of the course together with the Greek and the Norse mythology, which in connection with the student's own observation and experience furnish the material for the work. Short papers are written almost daily, chiefly in narration and description, and instruction is given in the fundamental principles of composition in general, and of description and narration in particular. More advanced work in composition is done later.



The first term of the second year is given to a study of poetics, with the specific purpose of cultivating the imagination and æsthetic sense, and thus developing appreciation of the beautiful, especially in literature. Figures, versification, and poetic diction are studied in connection with poems selected with special reference to their beauty of thought and their artistic excellence. American literature is emphasized.

The second term of this year is given to the study of words in their origin, form, meaning, and use. Special emphasis is placed on correct spelling, a separate record being kept. No student is passed in this branch of the subject, however good his record, if his spelling be habitually poor in written work.

During the first term of the third year two types of prose literature are studied—the essay and the oration. Composition also forms an important part of the term's work. It consists partly of short papers in exposition, and partly of abstracts and outlines of the literary works studied. The purpose in view is to stimulate thought, and to develop power of organizing and expressing it, and capacity for appreciating the higher forms of prose literature.

The second term of the third year is occupied in part by a study of the drama based on selected plays of Shakespeare, and in part by a brief historical study of English literature. Essays on subjects connected with the literature are required during the term.

The first term of the fourth year is devoted to the pedagogy of grammar, considering it from the thought side simply but searchingly, and providing for emphasis and exercises upon details practically important. Such logical grammar may be used: first, implicitly, all through the grades, without reference to any technical terms, in testing and attaining good sentence structure and in explaining errors as injuries to the thought; second, explicitly, in the seventh and eighth grades, in clear, systematic statement of the thought structure of the sentence and in drill on difficult formal details thus made intelligible; third, in preparation for the organic handling of larger thought groups, as paragraphs and simple exposition.

### **PEDAGOGY AND METHOD WORK.**

#### **FORMAL ENGLISH.**

On the form side, the pedagogical principles and methods involved throughout the course receive, during the Senior year, systematic exposition and demonstration, and thus form almost exclusively the English work of that year. Its nature and scope are kept distinctly practical by the closest possible contact with the Training School, by means of departmental work extending from the first grade through the ninth, and consisting of the following features: daily visiting, to observe the actual



needs and possibilities of each grade; frequent conference with critic teachers, to determine how these needs may best be met and to secure coöperation of effort; discussion among English teachers, to see that the academic preparation is aimed directly and vitally toward these needs; finally, weekly meetings with the whole body of student teachers, to test and also to assist them in the actual application of their acquired principles and methods, and to impress upon them as strongly as possible the fact that formal English concerns all subjects and all grades, that the whole process must be borne in mind adequately to secure any part. Plans for every phase of the work, with criticism and questioning, alternate with systematic instruction on points found to be generally neglected. Emphasis is always required on the fact that in English more than in any other subject the results depend on the individual teacher—on her alertness in noticing errors, her insight and skill in correcting them, her example. Concerning expression, oral and written, two things are found to be of supreme importance:

1. To help the children to have something to say by training the senses, having every sense contribute (especially by close correlation with nature work); by training imagination through direct suggestion and visualizing (especially by close correlation with literature); by use and encouragement of growing general information, observation of city life (correlation with geography and history).

2. To secure gradual progress toward accuracy, continuous, intolerant of relapses. In addition to the forming power of good literature, especially of beautiful prose bits memorized, much systematic formal drill is imperative (proceeding always according to thought expressed or obscured); by skillful class discussion rather than too early or excessive individual correction, by mastering points of difficulty one at a time without confusion or overwork, by demanding accuracy in them thereafter in all subjects and grades; all past work thus kept actively and progressively present should develop in writing, spelling, expression, oral and written, a real power available for practical life.

#### LITERATURE IN THE PUBLIC SCHOOLS.

Two hours per week are given throughout the Senior A term to the discussion of literature for the common schools. The work follows two distinct though interwoven lines. The first division embraces (1) class study of groups of material arranged to conform to the predominating characteristics of child-nature at differing stages of development; (2) clear perception of the principles of selection underlying such grouping. The second division is concerned with the solution of practical problems of method as they arise in the daily work of the student teachers in the Training School.

The first division deals directly with the following topics:

1. The inherent nature of literature and the secret of its appeal, as shown by Shelley, Stedman, Pater, Tolstoi, Mabie, Warner, Lang, and others.

2. The aims and purpose of literary study in elementary schools, shown in the works of Hiram Corson, Horace Scudder, Elizabeth Harrison, Sarah Wiltse, and others, which direct the vision above such mere details as usually appeal to the unenlightened teacher.

3. Brief résumé of the facts of child-nature and the culture epochs or nascent periods of development, to determine principles of selection which should govern a corresponding grouping of material. Reference is here made to Sully, Seeley, McMurry, Harrison, Blow, Froebel, and others.

4. Study of typical groups of material in light of child-nature, for underlying spirit and distinctive characteristics:

(a) Folk-Lore: nature-myth, fairy-tale, folk-story.

(b) Culture-Lore: fable, allegory, proverb, hero story, modern story of child life, poetry.

An important phase of the work at this point is a discussion of various adaptations. Reference is made to Adler, Kingsley, Chapin, Ragozin, and others.

5. Educational value of poetry in the grades:

(a) Study of the poetic impulse in children, referring to Professor Bolton, G. Stanley Hall, Froebel, Herbart, and others.

(b) Examination of collections of verse for children.

6. A brief survey of the course in literature for the Training School, in which are emphasized three lines of thought:

(a) The story.

(b) Poetic conceptions of nature.

(c) Thoughts of reverence and aspiration.

The effort is to note by what means these lines may most effectively and economically be presented in each year of school, and at what stages of the child's development one or another should be especially emphasized.

Under the second division of this course comes the discussion of more specific method. Since it is the object not only to aid student teachers in their work in the Training School, but more fully to prepare each one for her future work in the public schools, a distinct effort is made to keep the class as a whole in touch with the daily work of the Training Department.

In order to accomplish this, the students teaching literature present to the class such practical problems as arise in connection with their work. The teacher in charge of the course, through her observation of the teaching of the literature in the Training School, and through individual conference with the student teachers concerned, comes to a

knowledge of the same and allied problems. As a result, the class is enabled to work as a unit in the selection of materials and in discussion of means of presentation. It thus becomes the aim, finally, to leave with each Senior at the close, not only a carefully selected list of material for literary study in the schools, but more than that, the reasons for each choice made both as regards content and form. Most important of all is it that the student teacher as he passes from the course be keenly alive to the problem of literature in the schools, and that he be able to meet emergencies as they occur.

### APPLIANCES.

The English department is supplied with two hundred and thirty-five photographs and fifteen folios of the masterpieces of sculpture and painting, illustrative of mythology and poetry. The library contains duplicate copies of the following books in sufficient numbers for the use of an entire class:

*The Iliad, Odyssey* (Palmer's); *Beowulf; Siegfried and Beowulf; Frithjof and Roland*; *Mabie's Norse Stories*; *Gods of Our Fathers*; *Kingsley's Greek Heroes*; *Baldwin's Old Greek Stories*; *Story of the Rhinegold*; *Wonder Tales from Wagner*; *Moulton's Bible Stories*; *Holy Grail*; *Boys' King Arthur*; *Guerber's Legends of the Middle Ages*; *The De Coverley Papers*; *Paradise Lost*; *Shakespeare's Plays*; *Lady of the Lake*; *Lay of the Last Minstrel*; *Tom Brown's School Days*; *Alhambra*; *Hale's Longer English Poems*; *Literature in Schools*; *Aims of Literary Study*; *Poetry, Comedy and Duty*; *Moral Instruction of Children*, and the works of all great English and American poets.

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### BIOLOGY.

B. M. DAVIS.

SARAH P. MONKS.

The work in this department consists of such considerations of plant and animal life as are generally included in the study of botany and zoölogy.

This region affords a great variety of conditions, from ocean to desert, from sea level to mountain top, all within sight of the Normal School building. This variety in environment offers unusually good advantages for the study of the external activities of plants and animals.

The laboratories are equipped to carry out the work undertaken. As indicating the character of the equipment, the following may be mentioned: thirty-six small compound and one binocular Crouch microscopes; fifteen Bausch and Lomb microscopes, with two thirds and one sixth

objectives and double nose-pieces; twenty sets of dissecting instruments; complete sets of reagents for fixing, imbedding, staining, etc., in preparation of histological material; Thoma microtome, solar microscope, incubator, etc. A fairly complete series of slides illustrating the most important points of the minute structure of plants and animals has been prepared. These are in sets of forty, so that an entire class may examine the same object at the same time. The museum contains a good collection of botanical, zoölogical, paleontological, and geological specimens. These are accessible to students of this department and of the Training School. It is desired to make the museum the center of exchange with students or teachers who are interested in this work.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to twelve copies.

The general aims of the course are :

(a) Development of powers of observation, accuracy of expression, and spirit of scientific inquiry.

(b) Contribution to general culture by giving the student an outline of the subject-matter, thus forming a basis for further study of nature.

(c) Preparation for intelligent direction of nature studies in the grades.

In working out the above aims attention is given to the form and structure of living organisms, to their physiology and ecology, to their development and relationships, to their relation to man from an economic standpoint, and to application of the subject to nature study in the grades.

In the course for four-year students botany is given daily during the second term of the first year, and zoölogy daily during the first term of the second year. A course in general biology, four periods a week for one term, is required of high school graduates who are not accredited in botany or zoölogy. Short courses in botany and zoölogy (three periods a week for one term in each) are provided for high school graduates who are partially accredited, and for students taking the regular kindergarten course. Methods in conducting nature study are given one period a week during the last term of the Senior year.

The same methods obtain in all the courses, everything being based as far as possible on actual observation and experiments made in the laboratory. Laboratory directions are given to guide the student, and he is expected to do his work independently. Careful drawings are made of specimens studied, and notes taken of those points which cannot be shown in the drawings. Living material is used whenever practicable, so that the activities of the organisms may be seen. After certain types have been studied and typical experiments performed, the subject is further developed by lecture, recitations, and references. The subject-matter is so arranged that each course complements the other, and is correlated as far as possible with other subjects.





LECTURE ROOM.

PHYSICAL LABORATORY.

BIOLOGICAL LABORATORY—1.





### **BOTANY.**

The plant as a living organism is considered with reference to maintaining itself (nutrition and adaptation for getting food or protection) and to maintaining the race (reproduction). Types of flowering plants are generally used, but the study of reproduction is illustrated by plants from all the great groups.

### **ZOOLOGY.**

Representatives of the principal groups of animals are studied. The student is made acquainted with the processes of nutrition, circulation, respiration, and excretion as found in lower animals, and is thus given a broader view of animal functions in such a way as to be helped in the study of human physiology. The minute structure of at least one animal is worked out as well as time will permit.

Such animals as can be obtained are used to illustrate special characteristics, such as protective coloration, adaptation to surroundings, habits beneficial or injurious to man, etc. An introduction to embryology is given in the study of the development of the eggs of snails and frogs.

### **GENERAL BIOLOGY.**

After a study of the general principles common to all forms of life, the course deals with facts illustrated by animals, and is similar to the course given in zoölogy.

### **PEDAGOGY AND METHOD WORK.—NATURE STUDY.**

As already indicated, the courses in biology furnish a basis of subject-matter for most of the nature work in the grades. In the Training School this work is done in the first six years, making the child familiar with the most common animal forms found in this locality. In the kindergarten and early primary grades, making gardens and caring for plants form an important part of the nature work. Two gardens laid out with gravel walks and subdivided into smaller gardens, and a full equipment of all kinds of garden tools, are provided.

The course in methods includes the presentation of the pedagogical or child-study basis for the subject, a review of the great facts of animal and plant life which must be kept in mind in teaching, and the discussion of the course in actual operation in the Training School. The latter furnishes opportunity for practical application of the pedagogy of the subject.

## PHYSIOLOGY.

JAMES H. SHULTS.      B. M. DAVIS.

This course covers work in general physiology, hygiene, and neurology. Students in the four years' course take the subject during the second term of their second year, five periods per week, and high school graduates and other students of equivalent advanced standing, during the first term of their first year, four periods per week. All students are supposed to have an elementary knowledge of the subject, and students in the four years' course have an additional preparation in general animal physiology, taken in connection with the zoölogy of the previous term.

The laboratories are well equipped, having in addition to the apparatus and facilities indicated under the head of biology a very complete set of anatomical models and charts. As in the other biological subjects, the laboratory method is used, the results being recorded by means of notes and drawings.

Besides the general training afforded by the subject as a branch of experimental science, the aim is three-fold :

(a) *General Physiology, and its Pedagogy and Methods.*

General physiology is necessarily a very brief review of the human body considered as a machine. The relation of food to the energy of the body and the disposition of the food in the body (digestion, circulation, etc.), air, and ventilation in connection with the respiratory functions are taken up sufficiently to form an intelligent basis for the study of school hygiene and domestic science. This review includes also discussions in methods of teaching.

(b) *Outline of Principles of Hygiene.*

The underlying principles embraced in the study of hygiene have regard to the value of pure nutritious foods in proper proportion and sufficient amount in the upbuilding of the tissues of the body, the influence of physical exercise at regularly recurring intervals adapted in kind and degree to the needs of the individual, regularity in mental and physical work and in eating and sleeping, the importance of fresh and pure air and sunlight to the human frame.

Injuries that occur to pupils on the playground, the bites and stings of venomous reptiles and insects, burns, asphyxiation, and what to do until medical attention can be secured, receive important attention. Bandages, splints, and dressings are made and applied. The aseptic and antiseptic irrigation and treatment of wounds are made laboratory

exercises. Infectious and contagious diseases, as measles, scarlet fever, whooping-cough, mumps, chicken-pox, smallpox, catarrhs, and the simple fevers of children are studied.

School-room hygiene in its relations to architecture, improperly constructed school furniture and decorations, defective lighting, improper ventilation, imperfect heating apparatus, unsanitary condition of surroundings, near-sightedness, impaired hearing, spinal curvature, digestive and nervous disorders arising from cold and improper lunches and over study have due consideration.

(c) *Comparative Study of the Nervous System.*

The study of the nervous system forms an important part of the course and occupies one half term.

The general properties of irritability and contractility are illustrated by the lower animal forms, and the evolution of the nervous system from generalized protoplasm is traced by means of animal types such as *Amœba*, *Vorticella*, *Hydra*, *Medusa*, etc. This is followed by demonstration of nerve-muscle action and the study of nerve cells and nerve fibers. The central nervous system of vertebrates is introduced by study of the spinal cord. A careful dissection is made of the brain of a fish. This is followed by working out the main facts in the embryology of the central nervous system, using the chick for illustration. The brain of the rabbit is dissected and all the principal points are studied. The homologies of parts of the rabbit brain are demonstrated in the human brain from preserved specimens and casts. The remainder of the time is devoted to a study of the sense organs, the eye and ear receiving particular attention. Dissections are made and minute structure studied from prepared sections. This neurological study is intended as a preparation for psychology.

#### PEDAGOGY AND METHOD WORK.

As already stated, the review of general physiology is partly devoted to methods of teaching the subject. Such topics as have reference to the care of the body and correction of injurious habits are presented and adapted to teaching in the lower grades. In the review of general physiology the same sequence of topics is followed as in the ninth grade of the Training School. This course corresponds to that usually given in high schools. As this is presented by the laboratory method, all the work in the course for Normal students is a preparation for it. Procuring and caring for material and construction and manipulation of apparatus are specially considered. In the actual practice of teaching the student-teacher is assisted by supervision and criticisms from the instructors in physiology and the critic teachers in the Training School.

## PHYSICS.

JAMES H. SHULTS.

The work in physics includes a course of four hours per week through one year for non-accredited, and one hour per week through one half year for accredited students. The fuller course consists of one two-hour period weekly in laboratory work on typical experiments, supplemented by two one-hour recitations each week on inductive-deductive exercises based on laboratory experimentation. Careful attention is given to work of a deductive character in the solution of problems and in the preparation of lessons from the prescribed texts, as well as topical studies from a large number of standard reference authorities. The work embraces dynamics of solids and fluids, acoustics, heat, light, electricity, and magnetism.

Students who are accredited in physics pursue a course especially adapted to the needs of public schools. Each student is furnished with a syllabus of forty typical experiments covering the same range of subjects and embodying the same principles as in the more extended course.

### PEDAGOGY AND METHOD WORK.

The general principles followed in the physics courses of the Normal School apply equally to work of this kind in the common schools. Specific preparation for teaching the elements of physics in the public schools is founded on a syllabus, which indicates the proper introduction through observation, experiment, reading, and discussion. These elements include simple principles in mechanics, heat, light, and electricity, arranged from the point of view of child psychology. This syllabus and typical experiments are discussed with students individually and in classes to determine the best method of teaching the various principles.

Opportunities for observation and practice in the Training School are utilized according to the outlines of the syllabus. The student-teacher is directed occasionally to perform an experiment before the pupils which the latter observe; again, one or more pupils make the experimentation, and the class is required closely to follow this presentation and supplement with criticism. The pupils write out their manipulations, and the conclusions which naturally follow from their experimentation. The principle that knowledge-getting and knowledge-using are to be coördinate is thus made prominent, and the experimental results secured from the pupils are made the basis of oral and written expression. As often as opportunity permits, the teacher leads excursions to machine and railroad shops, power houses, shipyards, and oil regions, and discusses with the pupils the value of what they see to commerce and trade.

The biographies of men eminent in science and invention, popularly written scientific books, and short talks by the teacher upon famous artisans, find a prominent place in the course of instruction for the grades.

Every facility is furnished the prospective teacher from the well-equipped physical laboratory for experimental work; the manual training department furnishes him with tools for the construction of apparatus, and the chemical laboratory aids in the study of electrolytic actions; while the well-stocked library affords opportunity for thorough preparation and extended research. Each student is taught how to make his apparatus, and how to manipulate it most appropriately for the pupil's understanding of the principles involved. Upon leaving the school, students carry with them the apparatus that they have made, and are thus prepared to introduce simple courses in physics in their schools, practically without cost.

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## CHEMISTRY.

MAY A. ENGLISH.

It has been thought best to divide the work in chemistry into two courses—a very elementary course in general inorganic chemistry given in the Junior B class, and a more technical course in the Middle C class.

The aim of the first course is to stimulate observation, show the value of scientific experiments, familiarize the students with laboratory manipulation, and teach inductively some of the most important facts of chemistry, especially those underlying physical geography and elementary biology.

Oxygen, hydrogen, nitrogen, carbon, and carbon dioxide are studied in relation to air, water, soils, and life; some of the commoner acids, bases, and salts are made and tested; a careful study of fuels, illuminating gas, and flame is followed by a number of oxidations and reductions by flame. Much practice is given in writing chemical equations and in the solution of simple problems based upon work performed.

Because analytical chemistry offers an excellent introduction to the exact methods of experimental science, and because it affords training for powers not always developed by ordinary school work, the study of delicate and characteristic tests and reactions together with the analysis of simple salts and solutions is taken up in the second term. This work, as far as it goes, is intended to embody approved analytical methods. The technology of the subject is emphasized and much practical work is given in the detection of poisons and of adulterations. A few weeks are spent in studying starches, sugars, proteids, and fats in preparation for the course in domestic science given in a subsequent term.



The time given to the subject is three hours a week during each of the two terms, two thirds of the time being spent in laboratory work. One hour per week is devoted to class exercises, recitations, quizzes, lectures, or demonstrations. Williams's *Elements* is used in connection with perforated leaflets for laboratory notes.

The laboratory, which is a separate building, can accommodate forty students. It is furnished with modern tables having individual sinks, lockers, and drawers; gas, water, and a set of twenty-four reagents are provided at each place. The weighing table is fitted with good "Troemner" balances.

### PEDAGOGY AND METHOD WORK.

The work in chemistry is designed to give sufficient readiness in the use of the experimental method and sufficient knowledge of facts to enable those passing in it to teach it in the grades or, better still, to use it in a wise and inspiring way in connection with nature study; the topics selected and the methods of presentation are, therefore, governed largely by the needs of the common schools.

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## GEOGRAPHY.

JAMES F. CHAMBERLAIN.

The chief aim in presenting a course in geography in a normal school must, of necessity, be two-fold. The student, in addition to being given an intelligent grasp of the relations between geographic conditions and human affairs, must be trained in the teaching of the various phases of the subject to the children of the public schools.

The work consists of three parts. Students taking the four years' course devote four hours per week to the subject in the Junior A term, three hours per week in the Senior B term, and one hour per week in the Senior A term. High school graduates do the work in a little more than one half of this time.

In the Junior year, physical geography and physiography are taken up. The atmosphere, the land, and the water are the three great divisions of the work. In addition to the regular class-room instruction, enough field work is done to enable the teacher to test the students' actual knowledge of the forms and processes studied from the text, and to give them a basis for later work along this line. In the Senior B class, structural, industrial, and political conditions are studied. No attempt is made to study the whole world, but rather a few countries thoroughly. These are considered in the light of the knowledge of physical geography acquired earlier in the course. Each student makes at least one raised map of a continent, using papier-mache. These maps are the individual





GEOGRAPHICAL LABORATORY.

BIOLOGICAL LABORATORY—2.



property of the makers, and are valuable to them in their later work as teachers. Following this is a course in which the pedagogy of the subject is discussed. This is particularly helpful to students, as it comes in connection with their actual daily experiences in the Training School.

The department is well equipped for work along the lines of the "New Geography." The library is supplied with the standard works, books on travel, atlases, geographical journals, and government publications. There are also some three thousand mounted and classified pictures selected from the leading magazines. These are in constant use, and the collection is being steadily enlarged. The laboratory equipment consists of the best raised, relief, and flat maps, raised and flat globes, tellurian, barometer, thermometer, hygrometer, rain-gauge, sand pans, etc. A geographical museum has been started. This will place before the students the important commodities of the world, and the industries which they give rise to.

### **PEDAGOGY AND METHOD WORK.**

Geography, as a study of the relation between the earth and its life, is one of the most important subjects in our school course, and an increasing amount of thought is being given to the improvement of its teaching in all branches of our educational system.

Our concepts of the unknown world are based upon our knowledge of that which we have seen. Hence, any attempt to teach geography which does not begin with the home surroundings is unpedagogical, and cannot be in the highest sense educative. This fundamental principle is still very commonly violated. Every physical, industrial, and human condition which the student of geography encounters in his work stands in the relation of a cause or a consequence (often both) to other conditions. This "causal relation" is the very essence of the subject, and teachers must constantly seek to have pupils discover it. If this is not done, the teaching of geography becomes simply a memory drill. The number of geographic forms is so numerous that it is impossible to study each in detail. Each individual is much like others of the same class. A thorough study of a few type forms will economize time and effort, and be of more value than a superficial study of all. From the very nature of the subject, symbols must be largely resorted to. Good maps are the most valuable symbols, and they should always be before the class. A part of the training of every student consists in learning to interpret maps of various kinds and to use the information thus gained in working out new matter. One of the principles to be followed in the teaching of geography is that every place mentioned must be definitely located. The eye thus helps the mind to fix the position of the area under consideration. Geography must be taught in such a way as to

have pupils realize that it is a subject of present-day interest. They must be led to see that the countries studied are peopled by living men and women, whose lives are in many respects like our own, and in many ways quite different. If the right spirit is aroused, they will want to know why these likenesses and differences exist. Proper geographic instruction has an ethical value which must not be overlooked. Through the study of the conditions which surround them, the pupils can be led to see that every individual is, to a certain extent, dependent upon others; they can be shown that all must labor, and that all labor is ennobling, if nobly done; and their attention can be drawn to the rights of others, as well as to the necessity of laws and regulations to govern our actions.

The work of the Normal School is very closely related to that of the Training School. The teacher of geography is in constant touch with the student teachers. He knows what they are teaching, and makes frequent visits to their classes. In this way students are helped to apply in their teaching the principles which have been taught them. The lessons which they give are fully and freely discussed in the method classes. Model lessons are given on selected topics, and these are criticised in an intelligent and helpful manner. The conditions which surround the public school teacher are also treated, and means of correlating, supplying equipment, and carrying on field work are pointed out. In a word, every effort is made to give the student such instruction as will best prepare him to teach the subject to the children of the State.

TEXT-BOOKS.—Tarr's *Elementary Physical Geography* and Davis's *Physical Geography* are the texts used in the Junior year. The students of the Senior class are not required to purchase any particular book, as there is no one text which meets the needs of the work. Wall maps, atlases, government reports, books on travel, pictures, etc., are the chief sources of information.

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## HISTORY.

HARRIET E. DUNN.    AGNES ELLIOTT.

In the brief time devoted to this subject, not much more can be attempted than a consideration of the great periods of history, with a view to determining their proper relation to one another and their influence on the present.

The course is as follows:

*First Term:* A study of Greek and Roman civilization; the expansion of the Roman Empire; the blending of classic and Teutonic life, resulting in the establishment of medieval institutions and the beginning of modern nations.

*Second Term:* English history, with especial reference to the social and political life of the people and its influence on American institutions; its connection with the great European movements in the Renaissance and the Reformation; the rise and growth of puritanism; the breaking away of the American colonies.

*Third Term:* A brief survey of the discovery, exploration, and colonization of America; the separation from England, and the establishment of the United States government; a topical study of the constitutional period, including the political, financial, and social history of the country, with especial reference to the important questions of the day.

Adams's *European History* and Channing's *Students' History of the United States* are required as texts; for the second term, students supply themselves with Montgomery's, Green's, or Coman and Kendall's *History of England*. Throughout the course very free use is made of the library, the historical department of which contains about eight hundred volumes, including the best historical atlases, many of the recent publications of source material, and numerous duplicates of the books best adapted to supplementary work. Besides these, much useful matter is found in other departments of the library.

In the course outlined above the aim is not so much to accumulate a mass of facts as to promote interest in the subject, to cultivate correct habits of study, and to prepare the student for citizenship by enabling him to read readily and intelligently, to distinguish essentials from non-essentials, and to form correct judgments, especially with reference to the social, political, and economic questions of the day.

The laws of association and the proper correlation of subjects are emphasized, and the pupil is shown that history is not made up of detached events and sudden changes, which must be held by mere force of memory, but of occurrences closely related, though often distant in time and without apparent connection.

Classes are furnished with suggestive outlines of the chief periods studied, and with lists of references and collateral readings designed to lead to a comparative study of the best historical and imaginative literature; but every student is required to do some intensive work each term, informing himself as fully as time and the facilities at hand will permit, on some assigned topic, and presenting the results of his study in the form of oral recitation, outline, or theme.

#### PEDAGOGY AND METHOD WORK.

The branches of the subject to be taken up and the methods to be pursued in all classes are determined largely by the fact that the student is preparing to teach, and throughout his course the demands to be made upon him by the public-school work are presented; but since he can better understand his needs when he has had some experience in teaching,



one hour a week of the Senior A term is devoted to a consideration of method in history. During this hour, the class, with outline in hand, discuss the pedagogical value of each division of the subject and the best method of presenting it, the actual work done in the Training School under the supervision of the critic teacher being used for criticism and illustration.

The history course followed in the Training School furnishes a good basis for discussion. It is so arranged that the exercises in reading, literature, geography, and history are mutually helpful.

In the primary years the work centers around our national heroes and holidays and our local history, prominence being given to the picturesque life of early California. In the fifth year, some of the great heroes of ancient and medieval times are introduced, the interest in the individual leading to the study of life, manners, and customs. In the sixth year, selections from English history are used in the reading period with two definite aims: first, to awaken a lasting interest in a wide range of historical reading; second, to show clearly the ideas underlying the free institutions worked out by the Anglo-Saxon people, thus laying a foundation for the study of American history and government in the seventh and eighth years. In the ninth year, the history of England is reviewed with special reference to the economic development of the nineteenth century, and some attention is given to the establishment in Europe of constitutional governments following the French Revolution and the Napoleonic Wars.

Throughout the grades biography and character study are given an important place, a knowledge of the heroes of our own and other lands being made to assist in the main purpose of history teaching—the formation of loyal, intelligent, broad-minded citizens.

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## MATHEMATICS.

CHARLES E. HUTTON. MELVILLE DOZIER.

The work in pure mathematics is limited to algebra, plane and solid geometry, and arithmetic, in the order indicated. The increasing tendency to combine algebraic methods with instruction in arithmetic in the public schools makes it advisable to introduce the regular study of algebra in the first year of the Normal School, while the greater importance of arithmetic to any school suggests the wisdom of a careful and thorough drill on this subject just before its application by the student-teacher in Training School.

The work in mathematics is characterized throughout by a purpose to secure the clearest apprehension possible of the reason involved in every



process, ever seeking to make the student master of the logical development and the analytical relations of every problem. This is on the theory that he who would clearly present any subject to the mind of a child must himself be thoroughly acquainted with that subject. Analytic processes are not required in the solution of every problem, but these must first be fully comprehended, and the rules of solution developed by means of them, making the rule the end rather than the beginning of the thought process, the logical and inevitable conclusion rather than the guide and framework.

This once accomplished thoroughly in any topic, the way is open for the development of short methods or devices of practical value and for the acquirement of rapidity, skill, and accuracy, so essential to success both in teaching and in commercial life.

Throughout the work, accuracy in statement, clearness in demonstration, and rapidity in execution are ever kept in mind, as essential to true skill in the use of mathematical knowledge; the practical phases of the subject receiving constant emphasis. In algebra, for instance, we recognize the great value of generalization made possible by the use of signs and symbols, and encourage the use of these in questions largely arithmetical. We treat the equation as an invaluable adjunct in problems purely mathematical, and in those pertaining to the practical sciences. Factoring develops the ability to see combinations; the theory of exponents and the manipulation of radical quantities involve the greatest exactness as well as variety of expression, while the clear and precise statement of problems trains the analytical faculty. The work in algebra covers two terms and embraces all that is usually treated before ratio and proportion.

Geometry presents logical forms in a very large degree, and the instruction in this subject, outside of its practical uses, is designed to develop the power to reason clearly, step by step, from the hypothesis to the conclusion. After becoming familiar with geometric terms and principles, their application to the invention and solution of original propositions constitutes an important feature of the work. In the plane geometry, emphasis is placed upon accuracy of construction as well as fullness and clearness of demonstration, while originality of method receives constant encouragement. In the solid geometry, a larger opportunity is presented for concrete representation and ingenuity in solution. Students are required to construct many of the forms that come under investigation, thus fixing indelibly in their minds both the analysis and the synthesis of these forms. The best of these models are preserved as a permanent portion of the school's apparatus in this department. In order that the individual's view may be broadened by seeing other methods than his own, large opportunity is given for discussing the relations and principles employed in the solution of any exercise. Two terms

are given to the study of geometry, one in the second year and one in the third ; four books of the plane in the first, and the fifth book of the plane and the three of solid in the second.

In the first term of the Senior year, arithmetic is studied, not so much as a review, but as a *new* view of the subject ; not for the mere mechanical form, but for the development of reasoning processes. It is not enough to work an example or to solve a problem ; the student must go farther, and bring to light the underlying principle, thus emphasizing the law that the new is built up from a principle in the old. This kind of work the teacher must know in order to be able to present a subject to the class. Careful attention is given to the mechanical form of solution, so that each step shall grow logically from the preceding. The essential unity of the subject, a clear apprehension of related parts, the interpretation of problems, and definite statements are required in the work.

#### PEDAGOGY AND METHOD WORK.

Throughout the entire course in mathematics, the instruction is given with special reference to its pedagogical bearing, frequent allusion being made to the student's purpose in life, and to the necessity of such a comprehensive mastery of the subject as will enable him to impart it with the best results to those who are under his training.

The foundation of good arithmetical work is a definite, reliable knowledge of number ; therefore, the elemental principles must be mastered, and there must be readiness in seeing combinations, accuracy in stating, and power in using. Ability to handle the fundamental rules with precision, aptness in dealing with fractions, a clear and definite apprehension of percentage, comprise the necessary outfit for successful work. Denominate numbers, the applications of percentage, and the problems of mensuration afford opportunity for testing how thoroughly the pupil has mastered these elementary principles.

The subject is taught in such a way as to develop inquiry and thought. In order to attain the highest results, promptness, accuracy, and power to think must be developed ; a mere mechanical operation to secure the answer cultivates only uncertainty and indefiniteness. The work is to be a thought-process, giving power to interpret, ability to see and grasp relations, quickness to produce the mental picture, and strength to discover the means by which to reach the result. All this is purely mental, and is a form of mental arithmetic that imparts vigor and is not hampered by set rules, for the steps in the solution depend upon the structure of the problem. The formal process is the written solution, giving each part of the operation in its logical sequence, and thereby training the pupil in systematic order in all his work. The algebraic method in the use of the equation and of a representative symbol for the required quantity is generally followed, because it gives clearness in statement and directness in solution.

During the last term of the course, in which the students are teaching, the work in arithmetic is confined to methods of instruction and the discussion of questions that arise from the difficulties actually met with in the Training School.

The text-books used are Wentworth's *Revised School Algebra*, Wentworth's *Revised Geometry*, and McLellan and Ames's *Public School Arithmetic*; but material is drawn from many other sources.

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## SPEECH AND ORAL READING.

CHARLES D. VON NEUMAYER.

The courses in reading have for their object the correct use of the voice in oral expression.

The character of the work tends to overcome incorrect habits of enunciation and articulation, to develop a beautiful quality of voice, and to establish a natural, unaffected manner in speaking and reading.

The aim of the work is to fit the student to assist the natural growth of the child in oral expression; this development can be gained through systematic training and correct example in the school-room. In this subject the purpose is to avoid two opposite faults: one, that of relying on mere technical training; the other, the theory that comprehension and sympathy with the ideas of an author will necessarily result in right expression. In the teaching of the subject, analysis and technique go hand in hand.

The time given to the subject is divided into four terms, one occurring in the first year, one in the second year, and two in the fourth year. In the first term the work is devoted exclusively to the management of the breath, to quality of voice, vocal power, enunciation, and thorough study of the elements of speech. In the second term begins the work of logical analysis and classification of ideas for reading.

### PEDAGOGY AND METHOD WORK.

In the third term the advanced student is instructed as to the best means of applying the knowledge gained in the two previous terms. Systems and methods of the teaching of reading are discussed and an original plan of work to be used in the Training School is required of each student. During the fourth year, when the student is gaining his practical experience in the Training School, one period a week is devoted to the methods to be used in the different grades. The greatest stress is laid on the following points: what practical work in oral expression is best suited to the children in the grades from the first to the sixth, inclusive; how that material may be so presented in those

grades that its influence will be felt there and thereafter in the subjects of literature, history, geography, etc.; and how the child may attain a mastery that will lend delight to the reading whenever he may be called upon to read in any subject.

The value of this work in the student's last year cannot be overestimated, as it is of the most practical nature, associating what has been taught with the power of teaching.

The text-books used are *Drill Book in Dictionary Work*, Metcalf and De Garmo; *The Essentials of Reading*, Mark Bailey.

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## MUSIC.

JENNIE HAGAN.

Voice culture cannot necessarily be a strong factor of the musical work. Since the student's ability on entering ranges from apparent inability to "sing a note" to fair expression, it is necessary to give to each student sufficient tone work to enable him to express himself in simple songs and exercises, to develop rhythm, and to give as complete interpretation as possible.

The daily twenty-minute chorus practice gives to the school an opportunity to emphasize the art side of music, the association of good music, the broadest possible handling of it.

*First Year:* Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Development of major scale.

*Second Year:* Voice and ear training. Continued development of major scales through all keys. Natural minor. Sight reading.

*Third Year:* Voice and ear training. Development of chromatic and minor scales. Sight reading. Rote songs. Study of composers and musical form.

*Fourth Year:* Methods. Criticisms from Training School. Use of baton.

N. B.—In all grades song work to emphasize tone quality, phrasing, and spirit of song.

## PEDAGOGY AND METHOD WORK.

In the class-room the aim is to give the young students:

(1) Simple vocal exercises that they in turn may use to lighten and soften the children's voices.

(2) Songs and sight reading exercises embodying tone, quality, rhythm, tone relationship, phrasing, and mode of the song.

- (3) Advantage of presenting rote songs for class criticism.

Criticism based on—

(a) Value of the song—melodic, rhythmic, ethical.

(b) Teacher's concept of song and attitude toward the class.

(c) Interpretation—tone, quality, rhythm, enunciation, spirit of song.

(d) Result from class.

- (4) Such criticisms from Training School as strengthen the method work.

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## MANUAL TRAINING.

CHAS. M. MILLER.

DRAWING AND DOMESTIC ECONOMY TEACHERS.

Manual training consists of a variety of occupations which serve to develop the powers of the worker through "spontaneous and intelligent self-activity." This subject was introduced and is being maintained as an important factor in normal school instruction. "Every conscious act of the outward bodily life is first rehearsed in the inner thought life," and since every step in manual training is a voluntary act, every exercise in sloyd demands a careful mental solution of each particular problem.

The Normal course consists of cardboard construction and woodwork. Teachers who are proficient in these two forms of manual training can easily adapt themselves to the various other occupations that may be introduced into the lower grades from time to time. If all the several kinds of occupations were undertaken in the Normal course, one of two things would necessarily result therefrom: either the time allowed must be extended, or a mere smattering of each without the mastery of any must be the teacher's equipment. Owing to the great number of subjects in our curriculum the time limit seems to be set; and a few rather than many occupations are chosen, since proficiency in one or two will furnish a foundation upon which the student teacher may build his plans for a complete course.

The cardboard work is divided into three series, and as far as possible useful articles have been selected. The series are as follows:

(1) Plane geometrical forms in such models as bookmark, tag, match scratcher, etc.

(2) A folded series representing solid type forms; as, basket, spectacle case, match safe, cornucopia, etc.

(3) Cover paper models; as, blotter pad, calendar, box, tray, pencil case, etc.

Only a few models have been placed in the first series, as the object has been simply to direct the pupil's whole attention for a short time to



careful measurements, drawing of straight lines, and the cutting of straight and curved lines. The models used in the Normal course contain more difficult forms than those in the Training School. There are more models made in the second series, as the process of construction is far more complex. The model has more dimensions, and contains sides, ends, etc., which must be planned, cut, folded, and pasted, beginning with a plane surface. Some decoration is used in this series. In the third series not only are the models made of pulp board, but the entire model is covered and decorated with cover papers. Very complex and beautiful models can be made in this group. The student is better fitted for this series by having had the other two. He is supposed to have mastered the simpler exercises, and so can direct his whole attention to the more advanced construction and decoration of the model.

A group work series is being planned for the wood sloyd, by which the exercises can be better adapted to the ability of the child and the student, and at the same time some choice may be given in selection of models. This can be done without losing the progressive order of exercises so necessary for the proper development of the powers of the worker. Several models embodying the same principle will be placed in a group together. The pupils must make one of each group. The teacher should see the exercise embodied while the pupil sees the model. In this way all the exercises will be undertaken and more interest will be taken in the great variety of form.

The wood sloyd includes mechanical drawing of plans, orthographic and isometric projection, original drawing, and designs for decoration. Original models are encouraged, but such plans are not allowed to go into execution without the approval of the teacher. If revision is necessary it is done by suggestion of the teacher and is worked out by the student. Some chip and relief carving is attempted, but not more than one piece of each is demanded, though more may be done.

#### **PEDAGOGY AND METHOD WORK.**

The student is given a two-fold work in manual training: first, a mastery of the progressive series of exercises for general development; second, a thorough study of exercises suited for the common schools.

The last term of the sloyd course is given up largely to methods. A complete analysis is made of the wood and cardboard models. Models not made in the course are more carefully analyzed and directions for making are given.

Some time is given to the study of occupations that are applicable to the several grades. Charts of various countries are studied for the purpose of selecting suitable models for new courses and for making additions and modifications of old ones.





ART ROOMS.



The theory of manual training is presented in the three phases: (1) Physical benefit and relationship; (2) Mental growth; (3) Moral development.

Student-teachers will have opportunity for observation and practice teaching of this subject in all the grades. Various occupations are used in the first three grades. In the fourth and fifth grades cardboard construction is the major occupation; in the sixth, woodwork; in the seventh, woodwork and sewing; and in the eighth, woodwork and cooking.

Raffia, palm, and rattan are used in making the simpler forms of basketry and in coarse weaving. The purpose is to increase the skill in manipulation, to stimulate originality in shape and color, and to develop an interest in industrial pursuits.

Other occupations may be experimented on from time to time to determine their relative values.

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## DRAWING.

ADA M. LAUGHLIN.

MARY M. SMITH.

The purpose is to prepare as thoroughly as possible for the practical teaching of form study, drawing, and color in all grades of the public schools.

The result desired is the development and training of the various powers of the mind, in such a way as to give the student a foundation to build upon, which will be to him a language of expression and impression.

The time given to this subject in the regular course is two forty-five minute periods per week for six successive terms, and one period per week the seventh term.

To this department are assigned two rooms of sufficient size to accommodate classes of forty each. They have north light, and are provided with desks, tables, easels, an abundant supply of objects for still-life study, casts, draperies, and carbon reproductions of architectural subjects, as well as of the best works of the old masters. The art department in the library has a beginning and promises steady growth.

Three courses are planned and the hours given to each are as follows: regular course, one hundred and ninety-five hours; high school course, one hundred and twenty hours; and kindergarten course, ninety hours.

This time is given exclusively to free-hand drawing, as all the instrumental drawing is taught in connection with the sloyd.

### OUTLINE OF REGULAR DRAWING COURSE.

*First Year—Second Term:* Mass drawing at the blackboard. Form study from type solids and common objects. Clay modeling of same. Clay modeling of fruit, vegetable, and plant forms, casts, stuffed birds and animals. Skeleton work with wire and clay balls from objects, and also inventive work. Color, using prism, colored tablets and colored paper, brush and water colors. Principles of perspective applied to outline drawing of curvilinear and rectangular forms, including type solids and a great variety of common objects. Study of nature, germination, plant growth, outdoor sketches. Pencil sketches from life to study action in human figure. Mass drawing to illustrate children's games. Scissors, first manual training tool used. Free cutting for illustration and design.

*Second Year—First Term:* Composition. Study of space relations. Light and shade from objects and casts. Brush and ink silhouettes of persons and animals to study action and proportion. Plant form in pencil and water color. Objects with background and foreground. Imaginative drawing for illustration.

*Second Year—Second Term:* Subjects of previous term continued. Pen and ink drawings from objects and plants. Lettering, plain and decorative. Illustrated poems. Color work from plant and insect forms illustrative of nature study.

*Third Year—First Term:* Composition. Notan of two tones. Notan of three tones. Original designs for book covers and magazine pages. Water color sketches from life. Studies from the Japanese. Nature study in color.

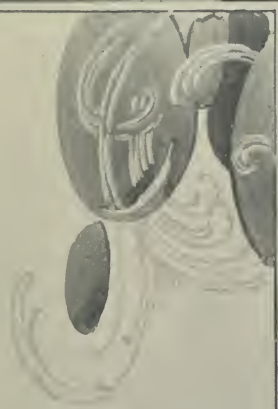
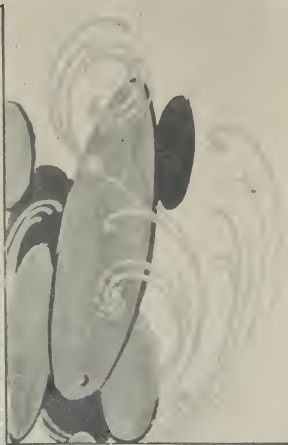
*Third Year—Second Term:* Charcoal sketching from objects, casts, and plant forms. Pencil studies. Water color from nature and objects.

*Fourth Year—First and Second Terms:* Methods covering all the work of the nine grades in the Training School.

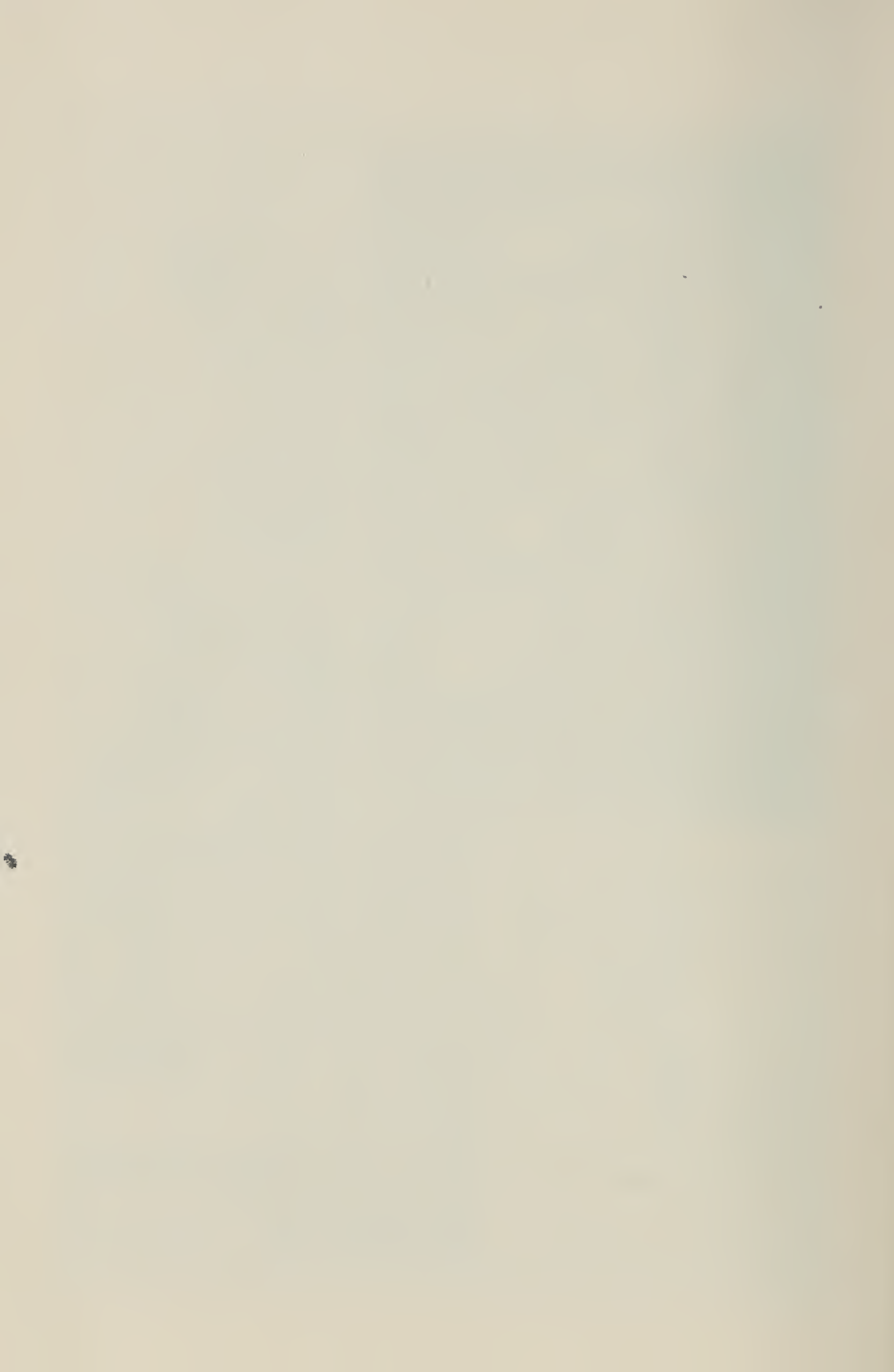
The high school course covers the same ground as the regular course, but is necessarily abridged on account of time.

### PEDAGOGY AND METHOD WORK.

Methods of presenting all subject-matter in this department to the various grades in the Training School are emphasized in every lesson, and the most practical instruction is given in plan-making, care of materials, manner of presentation of subject-matter, and the best ways to solve the many problems that the ordinary graded as well as ungraded schools offer to the inexperienced.



LABORATORIES OF DOMESTIC SCIENCE AND MANUAL TRAINING.





Twenty weeks' teaching in the Training School gives ample opportunity to prove how much of this instruction has been absorbed, and all portable results of this teaching are reviewed weekly and criticised before the body of student-teachers at their method lessons during the Senior term.

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## DEPARTMENT OF DOMESTIC SCIENCE AND ART.

JESSICA C. HAZZARD. LUCY J. ANDERSON.

The need of instruction to children attending our elementary schools in subjects grouped under the title of Domestic Science and Art is obvious. That such lines of work are demanding and receiving attention from boards of education, is shown by the establishment of courses in cooking and sewing in many of the cities in the United States.

To instruct our teachers so that they may meet these additional requirements, to give them knowledge of foods and textiles, and to train them in the proper use of these necessities of life, is the purpose of this department; it aims to increase the teacher's ability so that the child's school life will have a direct effect upon food and clothing in the home life.

The course is so systematized that the practical work in the kitchen is correlated with the instruction in such subjects as physiology, chemistry, and botany. In its special scope, however, it is outlined as follows:

### COOKING.

Foods: essential properties and nutritive value; production; manufacture and comparative cost; principles of cookery, with proportions of materials, and simple recipes suitable for school practice and home use; manipulation; marketing; tests of adulteration; order; economy and cleanliness, fuels and utensils.

### SEWING.

Textiles: origin, production, and manufacture; adaptability; appearance; strength; a requirement of certain common and necessary forms of needle-work.

### EQUIPMENT.

The equipment is adequate for the simultaneous instruction of considerable groups of students, and includes gas and coal ranges, and individual heaters, with all necessary utensils and dishes for cooking and serving. The department has also a collection of typical foods and textiles illustrating methods of preparation and manufacture.

The following named books will be the principal ones used for reference, and are found in the library of the school :

*Chemistry of Common Life*, Johnston ; *Practical Dietetics*, Thompson ; *Food in Health and Disease*, Yeo ; *Chemistry and Cookery*, Williams ; *Food and its Functions*, Knight ; *Chemistry of Cooking and Cleaning*, Richards ; *Foods*, Church ; *Air, Water, and Light*, Richards ; Government pamphlets ; *Women's Share in Primitive Culture*, Mason ; *Art and Practice of Needlework*, Johnson ; *Cotton Weaving*, Marsden ; *Cotton Spinning*, Marsden ; *Varied Occupations in Weaving*, Walker ; *Fibre Plants of the World*, Dodge.

Students of the cooking department are required to have a long, white apron, with bib and shoulder pieces, a circular white cap, and white sleevelets extending about half way to the elbow.

### PEDAGOGY AND METHOD WORK.

Instruction is most valuable when it is closely associated with the common and ordinary physical activities ; therefore, the work of this department, being intimately connected with the needs and habits of daily life, has an educative force equal to that of any other department of manual training.

The methods of teaching are those now advanced in institutions that make a special study of manual training in its relation to public school work. One of the most important demands made upon the students is to discuss and determine the best methods to use in presenting these subjects in the common schools.

The teaching of cooking and sewing in the Training School is a requirement for graduation, and this exercise, and the development of pedagogical principles and methods in connection therewith, offer opportunities for the practice teacher equal to those afforded by any other school work with children. The effort is made so to train teachers that they will be able to adapt themselves in this work to the conditions that they will find in schools that have no regular equipment, to arrange class and demonstration work, to teach systematically those arts that are so often carried on without system in the home, and to give, so far as possible, a greater educative value to all school work.



GYMNASIUM AND TENNIS COURT.



## PHYSICAL TRAINING.

SARAH J. JACOBS.

The work of this department is continuous throughout the Normal School course. Instruction in the practice and theory of gymnastics is given and is closely associated with the more purely mental studies of the school and carefully planned to bring about the best results to each individual. The aim is to secure the highest possible condition of health; to correct faulty positions; to develop the will; and to prepare to teach.

Physical measurements are taken of all the entering students and special work prescribed when necessary.

All students are required to wear gymnastic dresses while in the gymnasium. For the young women, the regulation dress consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those pupils who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from \$5 to \$8.

The young men have the gymnasium after school. They should provide knickerbockers, blouse, and gymnasium shoes.

The present gymnasium will occupy the third floor of the new building. It has a free floor space of seventy-five feet by fifty-five feet, with a gallery eight feet wide and twelve feet from the floor. It is equipped with apparatus for light and heavy gymnastics, athletics, and games. Dressing-rooms for the young women are on the main floor, and rooms and baths for the young men are on the gallery floor.

### COURSE OF STUDY.

*First Year:* This year's work is largely corrective; tactics, free standing movements, elementary apparatus work, games, and talks upon personal hygiene.

*Second Year:* More advanced free movements, apparatus work for training strength and endurance, games, and drill in directing squads.

### PEDAGOGY AND METHOD WORK.

*Third Year:* In addition to the physical exercises during the first term one period a week is devoted to the theory of gymnastics. This includes the history of physical training, discussions of the different systems of gymnastics, the physiology of exercise, the adaptation of exercise to age, sex, health, strength, and other conditions, the causes which should excuse from gymnastics, the philosophy of play, and the relation of gymnastics to athletics. In the second term practice is given in teaching Normal School classes.

*Fourth Year:* Methods of teaching children; analysis of positions common during school life; application of movements to bodily defects and to varying conditions of pupils and environment; mental and moral qualities active in school gymnastics. This is supplemented by the making of plans and practical direction and observation of classes in the Training School, where the work of the first two years consists of simple elementary exercises and plays involving the large fundamental muscles. Beginning with the third year and continuing throughout the grades progressive exercises of the Swedish system are given in the class-room daily, and in the gymnasium once a week in connection with apparatus work and games. While the Swedish system forms the basis for work, the students are expected to be able to apply their knowledge of anatomy and physiology and to use any system intelligently and judiciously.

The text-books used are *Gymnastic Day's Orders*, Grebuske; *Physical Training*, Hartwell.

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## SOCIETY LIFE.

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There are the usual Societies, Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc., for the promotion of the literary, Christian, and social life, and the amusement of students that are active in most schools of this class. Everything consistent with the main purpose of the school is done by the Faculty to make the social life of students as pleasant and varied as possible.



## THE LIBRARY.

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HARRIET E. DUNN, Directing Librarian.

ELIZABETH H. FARGO, Acting Librarian.

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The library contains about eleven thousand volumes, accurately classified according to the Dewey decimal system and arranged on low shelves to which the students have free access. The use of the library is further facilitated by a card catalog containing, besides the title of every book and the name of its author, about three thousand references to magazines and other works whose titles do not indicate their contents.

While desirability of supplying good reading for leisure hours has not been overlooked in the choice of books, the main purpose has been to provide the means of pursuing the branches prescribed in the course of study. The subjects most fully represented are: psychology and education, science, travel, history and government, and literature.

In addition to the above there are files of the leading literary and educational periodicals. About one hundred and fifty volumes of bound magazines were added during the past year; these by the aid of Poole's Index and kindred publications are freely consulted by students of all classes. The library is also supplied with about sixty of the best current magazines and papers, including several English educational journals.

The annual additions to the library have averaged about five hundred volumes; great care has been taken in the selection of books, and the free use made of them by students shows that the collection is well adapted to the purpose for which it is intended. The average circulation per month is about twenty-five hundred, exclusive of books used in the library and class-rooms.

### RULES AND REGULATIONS.

The library is open from 8 A. M. to 5 P. M. each school day, and from 1 to 5 P. M. on Saturdays.

Books may be retained two weeks, and then renewed for the same length of time, provided there is no special demand for them. Books that are used for special class-room work are limited to one night.

All books must be charged at the librarian's desk before being taken from the room.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours, but at all times when the library is open.

## THE TRAINING SCHOOL.

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GEORGE F. JAMES, Supervisor.

*Critic Teachers :*

FRANCES H. BYRAM,	CLARA M. PRESTON,
EMMA W. EDWARDS,	CARRIE REEVES,
ALBERTINA SMITH.	

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The Training School serves a triple purpose as a model school, a practice school, and a school of experiment. These three aims must be accomplished together, if at all, for reasons of economy, and careful classification and supervision alone make this possible. In this work, the Supervisor has the assistance of five critic teachers, in charge, respectively, of the first, second and third, fourth and fifth, sixth and seventh, eighth and ninth grades. Each of these grades is divided into half-year classes, and many of these into two or even three sections, affording opportunity for much more practice work than is common in normal schools. The function of a model school, as offering means of observation of correct teaching, is effected through the periodic handling of classes by the critic teachers.

In order to make the work alike of teaching and of observing most helpful to the student-teachers, they are assigned to instruct both a primary and a grammar grade, each for a period of ten weeks for one half the day, while they observe under direction the work of each grade in turn through the entire school. In reference to their teaching, weekly meetings for criticism are held in the various grades, and additional help is given them in private discussions with the Supervisor, the critic teachers, and the instructors of the Normal School.

Every school should be in a measure an experimental school, a laboratory for the solution of pedagogic problems. This is peculiarly true of the training department of a normal school. Subject-matter and methods should be under constant inspection and revision, according to established aim and theory. This purpose is accomplished through the co-operation of a committee of the Normal School teachers, each concerned with one of the common-school studies. In this, he gives instruction in the Normal School, following this up with a course in the method of the subject at the same time that the student is teaching, and extending his observation and supervision into the Training School. Unity is thus effected between the Normal School and the Training School,

and opportunity is made for the only proper experimentation, namely, that which is conducted with a clear purpose and a full knowledge of conditions.

### THE COURSE OF STUDY.

The Training School course of study is the outcome of much consideration and discussion by the teachers of the Normal School in co-operation with the Supervisor, and is subject to timely modification and revision. Persistent efforts are made for true correlation along the main lines of literature, language, history and geography, mathematics and science, art, domestic and constructive work. Each of these branches receives in some form consideration in each grade. The study-course is made as full and rich as possible, but the utmost care is taken, through close connection and treatment of subjects, to avoid undue multiplication of studies and diffusion of interest and effort.

The following outline may partly suggest the work which is attempted in the nine grades.

*First Year:* Reading, Phonics, Writing, Literature and History (in the form of stories), Nature Study (home plants and animals), Hand and Art Work (paper, clay, crayon, color, and raffia), Music, and Calisthenics.

*Second Year:* Reading, Phonics, Writing, Spelling, Literature and History (stories and poems), Nature Study, Art and Hand Work, Music, and Calisthenics.

*Third Year:* Reading, Phonics, Writing, Spelling, Literature and Language (the latter through oral and written reproductions, with English forms taught inductively), Biography and History (national heroes and local legends and myths), Arithmetic, Science (plants, animals, and elementary geographic ideas), Hand Work (simple willow combinations added to other forms already mentioned and progressively more difficult), Art, Music, and Calisthenics.

*Fourth Year:* Reading, Phonics, Writing, Spelling, Literature and Language, Arithmetic, Geography and History (local and State geography and local history with simple study in civics), Nature Study and Hand Work (cardboard added), Art, Music, and Gymnastics.

*Fifth Year:* Reading, Phonics, Spelling, Writing, Literature and Language (beginning of more formal work in language, but still concrete and in close touch with other studies), Arithmetic, Geography (North and South America), History (only in story, reading early California history and New England exploration and settlement), Nature Study, Hand Work (wood), Art, Music, and Gymnastics.

*Sixth Year:* Reading, Phonics, Spelling, Writing, Literature and Language (with much written work on subject-matter of other studies),

Arithmetic, Geography (Eurasia and Africa), History (only in readings from English history as a preparation for our national history), Nature Study, Hand Work, Art, Music, and Gymnastics.

*Seventh Year:* Literature and Language (formal grammar), Writing and Spelling, United States History, Arithmetic, Science (elementary ideas of physics, with experiments), Hand Work (sewing for girls, woodwork for boys), Art, Music, and Gymnastics.

*Eighth Year:* Literature and Language, Writing and Spelling, United States History, Arithmetic and Elementary Geometry, Science (simple reading and laboratory experiments in chemistry), Hand Work (woodwork and sewing continued, cooking added), Art, Music, and Gymnastics.

*Ninth Year:* Literature and Language (Composition and Rhetoric), English History, Physical Geography, Physiology (one half year each), Algebra, Hand Work (woodwork and cooking), Music, Art (which throughout the grades in varying forms receives increasing attention).



GROUP OF TRAINING SCHOOL ROOMS.







TRAINING SCHOOL GARDEN FOR NATURE STUDY.



SLOYD ROOM TRAINING SCHOOL.





## CATALOG OF STUDENTS.

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### FOURTH YEAR—SENIOR A.

Abbott, Arthur .....	Compton.	Fallis, May .....	Los Angeles.
Abbott, Emilita .....	Los Angeles.	Farnsworth, Grace .....	Los Angeles.
Adams, Mabel .....	Pomona.	Fine, Anna .....	San Bernardino.
Adams, Rallah .....	Los Angeles.	Fishburn, Rosetta .....	Los Angeles.
Alexander, Eva .....	Los Angeles.	Fitzhugh, Anna .....	Los Angeles.
Allen, Blanche .....	Los Angeles.	Frackleton, Lena .....	Los Angeles.
Allen, Mary C. ....	Los Angeles.	Frink, Lillian .....	El Casco.
Allen, Mary O. ....	Los Angeles.	Ganahl, Antoinette .....	Los Angeles.
Austermell, Bessie .....	Los Angeles.	Gardner, Orra .....	Orange.
Baker, Josephine .....	Los Angeles.	Garey, Julia .....	Los Angeles.
Barnes, Daza .....	Richland.	Goodhart, Katherine .....	Riverside.
Barry, Lottie .....	Ventura.	Goodrich, Sue .....	Clearwater.
Boehncke, Frieda .....	Prospect Park.	Green, Bonnie .....	Los Angeles.
Bollong, Stella .....	San Bernardino.	Greene, Grace .....	Los Angeles.
Boquist, Cora .....	Los Angeles.	Gregory, Elizabeth .....	Los Angeles.
Borden, Ada .....	Santa Ana.	Griffith, Anna .....	Monrovia.
Breen, Nellie .....	Los Angeles.	Harlan, Browning .....	Trenton, Tenn.
Brubaker, Charles .....	Los Angeles.	Harrington, Helen .....	Oakland.
Brunson, May .....	Downey.	Holmes, Dorothy .....	Carpenteria.
Bushnell, Helen .....	Los Angeles.	Hornbeck, Stella .....	Los Angeles.
Chappelow, Amy .....	Monrovia.	Houser, Lela .....	Los Angeles.
Christensen, Serena .....	Anaheim.	Hull, Lulu .....	Los Angeles.
Christiansen, Freddie .....	Exeter.	James, Myrtle .....	Pomona.
Clapp, Mattie .....	Orosi.	Jones, Adelaide .....	Los Angeles.
Clarke, Emily .....	Perris.	Keir, May .....	San Bernardino.
Cocke, Ethel .....	Downey.	Kerr, Flora .....	Orange.
Cocke, Mabel .....	Downey.	Kirkpatrick, Eunice .....	Los Angeles.
Cocke, Nellie .....	Downey.	Lawless, Claude .....	Visalia.
Cottle, Lura .....	Sherman.	Laws, Ovid .....	Los Angeles.
Cox, Mildred .....	Los Angeles.	Lewis, Jessie .....	Los Angeles.
Coy, Lottie .....	Los Angeles.	Lorbeer, Melvin .....	Pomona.
Crum, Mabel .....	Compton.	Luttge, June .....	Burbank.
Cuff, Lillie .....	San Diego.	McAfee, Maude .....	Los Angeles.
Cunningham, Ida .....	Los Angeles.	McCallum, Helen .....	Los Angeles.
Davies, Grace .....	Pasadena.	McGill, May .....	Santa Ana.
Davis, Maude .....	Los Angeles.	Matthewson, Helen .....	Los Angeles.
Day, Jessie .....	De Luz.	Merrill, Frank .....	Florence.
Dickey, Mabel .....	Westminster.	Miller, Edith .....	Los Angeles.
Dickson, Etta .....	Los Angeles.	Morris, Daisy .....	Los Angeles.
Dietrich, Edward .....	Los Angeles.	Morton, Mabel .....	Los Angeles.
Doss, Grace .....	Los Angeles.	Neilson, Amy .....	Exeter.
Dougherty, Ruth .....	South Pasadena.	Neuhart, Justine .....	Los Angeles.
Duckworth, Guy .....	Anaheim.	Newell, Florence .....	Los Angeles.
Elden, Edna .....	Cloverdale.	Noble, Amy .....	Ontario.
Ellsworth, de Grace .....	Los Angeles.	Norton, Cecilia .....	Los Angeles.

## FOURTH YEAR—SENIOR A—Continued.

Ogborn, Eva .....	Escondido.	Steinart, Effie .....	Downey.
Palmer, Winnie .....	Los Angeles.	Stephens, Madge .....	Prospect Park.
Pann, Julia .....	Riverside.	Steward, Alma .....	Santa Ana.
Papina, Josephine .....	Placerville.	Stewart, Guy .....	San Bernardino.
Patterson, Mabel .....	Glendale.	Stuart, Grace .....	Los Angeles.
Peirce, Minnie .....	Azusa.	Swerdfeger, Grace .....	Azusa.
Peters, Millie .....	Tropico.	Travis, Isabel .....	Los Angeles.
Pettis, Maude .....	Goleta.	Troconiz, Carmelita .....	Los Angeles.
Phillips, Edith .....	Los Angeles.	Tullis, Eva .....	Sherman.
Pollans, Kate .....	Los Angeles.	Van Deventer, Rose .....	Craftonville.
Randall, Nellie .....	Los Angeles.	Variel, Lora .....	Los Angeles.
Redmond, Ella .....	Los Angeles.	Washburn, Ella .....	Los Angeles.
Rolfe, Banna .....	Los Angeles.	Weaver, Maude .....	Highland Park.
Rosa, Lena .....	Glendora.	Whims, Minnie .....	Los Angeles.
Ruddy, Mabel .....	Los Angeles.	Whitaker, Forrest .....	Los Angeles.
Schubert, Anna .....	Los Angeles.	White, Gertrude .....	Los Angeles.
Scott, Bertha .....	Los Angeles.	Williams, Irene .....	Ventura.
Segerstrom, Christine .....	Los Angeles.	Withers, Catherine .....	Los Angeles.
Shults, Clarence .....	Los Angeles.	Woodin, Grace .....	Artesia.
Smith, Jacintha .....	Los Angeles.	Wright, Martha .....	Florence.
Smith, Mabel .....	Los Angeles.	Yarnell, Mamie .....	Los Angeles.
Soper, Edna .....	Pomona.	Zuber, Augusta .....	Los Angeles.
Spencer, Julia .....	Gardena.		Total, 135.

## FOURTH YEAR—SENIOR B.

Anderson, Jessie .....	Visalia.	Machado, Ylaria .....	Santa Monica.
Baker, Sarah .....	Oakdale.	Martin, Edna .....	Prescott, Arizona.
Burnett, May .....	Los Angeles.	McMordie, Lula .....	Moneta.
Butler, Brunson .....	Downey.	Mee, Inez .....	San Bernardino.
Conrad, Roy .....	Camarillo.	Mee, Nettie .....	San Bernardino.
Daniels, Aimee .....	Pasadena.	Monroe, Emily .....	Los Angeles.
Dempsey, Nellie .....	El Rio.	Murphey, Grace .....	Prospect Park.
Dooner, Mabel .....	Los Angeles.	Mutersbaugh, Emma .....	Los Angeles.
Emery, Lottie .....	Los Angeles.	Nelson, Daisy .....	San Luis Obispo.
Evans, Marie .....	San Bernardino.	Parker, Maude .....	Covina.
Finch, Laura .....	Los Angeles.	Petray, May .....	Los Angeles.
Findley, Edna .....	El Paso de Robles.	Quinn, Edith .....	El Monte.
Fleischner, Ethel .....	Pasadena.	Reinhard, Charles .....	Prospect Park.
Ford, Anna .....	Los Angeles.	Rolph, Estelle .....	Pomona.
Goodhue, Elsie .....	Los Angeles.	Satterlee, Louise .....	Los Angeles.
Graham, Frances .....	San Francisco.	Sheldon, Harriet .....	Ventura.
Gunning, Mabel .....	Santa Monica.	Sylva, Isabel .....	Wilmington.
Harrison, Grace .....	San Bernardino.	Whelan, Nellie .....	Santa Monica.
Henderson, Jessie .....	Kelseyville.	Whetsell, Agnes .....	Prospect Park.
Hendricks, Edith .....	Los Angeles.	Whims, Louie .....	Los Angeles.
Holway, Elsie .....	Los Angeles.	Whittington, Florence .....	Los Angeles.
Johnson, Mabel .....	Los Angeles.	Wolfe, Bernice .....	Los Angeles.
Knappe, Bessie .....	San Bernardino.	Wright, Clara .....	Los Angeles.
Lillie, Ruby .....	Hueneme.		Total, 47.

Number of students in Senior A Class .....	135
Number of students in Senior B Class .....	47
Total number of students in fourth year .....	182

## THIRD YEAR—MIDDLE A.

Adams, Madge.....	Downey.	Kemp, Josephine.....	Los Angeles.
Anderson, Victor.....	Burnett.	Kennedy, Dellphena.....	Orange.
Baker, Jessie.....	Los Angeles.	Kent, Grace.....	Los Angeles.
Ball, Cora.....	Woodville.	Kerns, Page.....	Los Angeles.
Ball, Grace.....	San Bernardino.	Kevane, Kate.....	San Gabriel.
Barry, Carl.....	Ventura.	Kingsley, Helen.....	Los Angeles.
Bartlett, Grace.....	Pomona.	Lea, Ermal.....	Los Angeles.
Bercaw, Emma.....	Glendale.	Leake, Norman.....	Pasadena.
Bigelow, Maude.....	Los Angeles.	Lietzau, Cora.....	Los Angeles.
Bodkin, Agnes.....	Los Angeles.	Linn, Mary.....	Los Angeles.
Borthick, Nona.....	Tropico.	Lipe, Mary.....	Los Angeles.
Bossuet, Philana.....	Los Angeles.	List, B. F. ....	Ontario.
Caldwell, Mattie.....	Los Angeles.	Lyon, Sarah.....	Los Angeles.
Chandler, Moses.....	Tropico.	McCann, Leon.....	Los Angeles.
Clofelter, Goda.....	Visalia.	Metcalf, Daisy.....	Los Angeles.
Cobler, Ethel.....	Los Angeles.	Miller, Theresa.....	Hollywood.
Collins, Mary.....	Los Angeles.	Moore, Stella.....	Los Angeles.
Colliver, Lida.....	San Bernardino.	Morton, Herma.....	Los Angeles.
Cook, Jessie.....	Montalvo.	Norton, Florence.....	Los Angeles.
Coulson, Mabel.....	Los Angeles.	Parker, Mabel.....	Orange.
Curry, Eltha.....	Los Angeles.	Parker, Myrtle.....	Orange.
Davis, Ethel.....	Lakeview.	Patrick, Katherine.....	Santa Monica.
Doan, Ethel.....	Los Angeles.	Peck, Esther.....	Ventura.
Dougherty, Lucy.....	Los Angeles.	Pinney, Ellen.....	Los Angeles.
Enright, Ellen.....	Los Angeles.	Price, Gertrude.....	Los Angeles.
Fegty, Edith.....	Pasadena.	Rice, Daisie.....	Montalvo.
Freeman, Ethel.....	Los Angeles.	Robinette, Mary.....	Los Angeles.
Gallup, Luke.....	Santa Ana.	Robinson, Lucy.....	Los Angeles.
Gill, Grace.....	San Bernardino.	Robison, Milton.....	Garvanza.
Graf, Louise.....	Banning.	Rosenthal, Helen.....	Sherman.
Griscom, Irene.....	Los Angeles.	Ruess, Harry.....	Los Angeles.
Groenendyke, Elizabeth.....	Los Angeles.	Sams, May.....	Los Angeles.
Groshong, Millard.....	Los Angeles.	Sayre, Annesley.....	Los Angeles.
Haley, Augusta.....	Los Angeles.	Scherer, Clara.....	Los Angeles.
Harley, Fannie.....	Nogales, Arizona.	Schlegel, John.....	Los Angeles.
Hecht, Alma.....	Los Angeles.	Sutton, Evelyn.....	Helena, Montana.
Hendrie, Grace.....	Redlands.	Thomas, Lucy.....	Los Angeles.
Hickcox, Gail.....	Etiwanda.	Travis, Bessie.....	Los Angeles.
Hill, Merton.....	Garden Grove.	Van Winkle, Mae.....	Toluca.
Hillis, Ola.....	Long Beach.	Walsh, Dela.....	Los Angeles.
Hindorff, Leora.....	Los Angeles.	Welch, Laurine.....	Santa Ana.
Jenkin, Winnie.....	Los Angeles.	Welte, Constance.....	Del Mar.
Johnson, Gretchen.....	Los Angeles.	Wilson, Alice.....	Visalia.
Jones, Mary.....	Bolsa.		Total, 88.
Kellogg, Leda.....	Pasadena.		

## THIRD YEAR—MIDDLE B.

Amsbury, Zella.....	Los Angeles.	Casner, Emma.....	Santa Paula.
Baker, Abbie.....	Hollywood.	Cheney, Florence.....	Santa Ana.
Boothe, Gertrude.....	Colton.	Clarke, Victoria.....	Los Angeles.
Boteler, Nettie.....	Santa Ana.	Clute, Florence.....	Los Angeles.
Canfield, Marie.....	Pasadena.	Collins, Daisy.....	Los Angeles.
Cartter, Augusta.....	Monrovia.	Couverley, Etta.....	Los Angeles.



## THIRD YEAR—MIDDLE B—Continued.

Dodge, Laura .....	Los Angeles.	Melrose, Maude .....	Los Angeles.
Douglas, Mary .....	Grass Valley.	Mosher, Eva .....	Pomona.
Doyle, Mary .....	Verdugo.	Mullin, Jane .....	Punta Gorda.
Drachman, Myra .....	Tucson, Arizona.	Newman, Olivia .....	Pasadena.
Drake, Wilbur .....	Metuchen, N. J.	Olsen, Clara .....	Los Angeles.
Dunne, Grace .....	Duarte.	Pendleton, Ella .....	Downey.
Durnford, Alice .....	Bryn Mawr.	Perry, Evangeline .....	Los Angeles.
Fryer, Maude .....	Spadra.	Pirtle, Eula .....	Colton.
Gibbons, Hortense .....	Paso Robles.	Prescott, Ruth .....	Santa Ana.
Gleason, Ethel .....	Los Angeles.	Rogers, Belle .....	Pasadena.
Gould, Jessie .....	Rainbow.	Rolfe, Ina .....	San Bernardino.
Groce, Bernice .....	Pomona.	Schmitz, Stella .....	Oxnard.
Groves, Emma .....	Los Angeles.	Scofield, Florence .....	Compton.
Hambrook, Maria .....	Los Angeles.	Sherwin, Estella .....	Escondido.
Hardy, Ethel .....	Santa Barbara.	Standlee, Edna .....	Pomona.
Hartmann, Georgia .....	Camarillo.	Stuart, Edith .....	Los Angeles.
Herkelrath, Louise .....	San Bernardino.	Sugg, Susie .....	Rivera.
Hoechlin, Louise .....	Colegrove.	Talbert, Verna .....	Los Angeles.
Hutt, James .....	Garden Grove.	Umstead, Cordia .....	Camarillo.
Johnson, Rhoda .....	Los Angeles.	Walker, Blanche .....	Los Angeles.
Kane, Reuna .....	Los Angeles.	White, Jessie .....	Long Beach.
Knapp, Edna .....	Los Angeles.	Widney, Marie .....	Los Angeles.
Lawler, Hattie .....	Los Angeles.	Willard, Mary .....	Camarillo.
Lindsay, Florence .....	Los Angeles.	Williams, Kate .....	Downey.
Lingfelter, Bessie .....	Los Angeles.	Wilson, Grace .....	Anaheim.
Magoffin, Russell .....	Garden Grove.	Winters, Maude .....	Santa Maria.
McFarland, Elizabeth .....	Mentone.	Woodbury, Addie .....	Los Angeles.
McMordie, Ella .....	Moneta.		Total, 67.

Number of students in Middle A Class ..... 88

Number of students in Middle B Class ..... 67

Total number of students in third year ..... 155

## SECOND YEAR—MIDDLE C.

Ambrose, Wiley .....	San Pedro.	Greenslade, Calla .....	Los Angeles.
Ball, Effie .....	Woodville.	Gregg, Blanche .....	Los Angeles.
Bourland, Olen .....	Bishop.	Hagans, Clara .....	Camarillo.
Bowen, Josie .....	Buena Park.	Helvie, Carlene .....	Smeltzer.
Brown, Arthur .....	Los Angeles.	Hickcox, Robert .....	Etiwanda.
Burch, Beatrice .....	Los Angeles.	Howland, Stanley .....	Toluca.
Cain, Luther .....	Emporia, Kansas.	Hurley, Mary .....	Los Angeles.
Chandler, Flora .....	Tropico.	Johnson, Anna .....	Riverside.
Chase, Walter .....	Los Angeles.	Johnson, Grace .....	Rosedale.
Cole, Helen .....	Los Angeles.	Lynch, Clara .....	Los Angeles.
Dickey, Lena .....	Santa Ana.	Mason, Myrtle .....	Chino.
Eldridge, Lynlie .....	Los Angeles.	McKechnie, Mildred .....	Los Angeles.
Fitch, Florence .....	Los Angeles.	Merrill, Arthur .....	Florence.
Foxen, Inez .....	Los Angeles.	Morgan, Geoffrey .....	Los Angeles.
Gifford, Henrietta .....	Los Angeles.	Newsom, Willis .....	Garden Grove.
Gilson, J. Hall .....	Los Angeles.	Noyes, Alice .....	Los Angeles.
Goodrich, Hattie .....	Garvanza.	Patterson, Pearl .....	Burbank.



## SECOND YEAR—MIDDLE C—Continued.

Preston, Lida .....	San Francisco.	Thompson, Pearl .....	Santa Barbara.
Ruston, Anna .....	Los Angeles.	Torrance, Genevieve .....	Los Angeles.
Sackett, Zella .....	Hollywood.	Wellman, Anna .....	Carlsbad.
Saunders, Katherine .....	Los Angeles.	Widney, Josie .....	Los Angeles.
Stanton, Mamie .....	Los Angeles.	Wirtschaft, Olga .....	Los Angeles.
Stayton, William .....	Moneta.	Wonner, Faith .....	Pasadena.
Streeter, Lillian .....	Los Angeles.	Work, Nellie .....	Morenci, Arizona.
Thaxter, Allegra .....	Florence.		Total, 50.
Thompson, Gladys .....	Santa Barbara.		

## SECOND YEAR—MIDDLE D.

Aldrich, Ada .....	Los Angeles.	Lawrence, Ida .....	Los Angeles.
Barton, Daisy .....	Jamison.	Light, Mary .....	Wilmington.
Benn, May .....	Springville.	Mitchell, Mary .....	Los Angeles.
Bollinger, Lela .....	Florence.	Morgan, Edith .....	Los Angeles.
Borden, Ella .....	Hynes.	Nobles, Ora .....	Toluca.
Bowman, Sylvia .....	Pasadena.	Prince, Alice .....	Toluca.
Carner, Bert .....	Los Angeles.	Reynolds, Rosa .....	Los Angeles.
Cottle, Elsie .....	Sherman.	Riddell, Hardy .....	Burbank.
Coulter, Della .....	Crockett.	Riecker, Myrtle .....	Tucson, Arizona.
Coy, Myrtle .....	Palmdale.	Ronan, Richard .....	Los Angeles.
Culver, Ella .....	Duarte.	Ruhland, Venie .....	Alhambra.
Dimmick, Mabel .....	Los Angeles.	Scott, May .....	San Bernardino.
Ellis, Katherine .....	Los Angeles.	Sessler, Nellie .....	Los Angeles.
Errett, Mary .....	Traver.	Shafer, Chloe .....	Los Angeles.
Freeman, Clara .....	Downey.	Sprague, Helen .....	Los Angeles.
Fryer, Maude .....	Spadra.	Steinmeyer, Ida .....	Los Angeles.
Fuller, Ida .....	Hynes.	Talbert, Verna .....	Los Angeles.
Furrow, Daisy .....	Lakeview.	Totty, Hattie .....	Los Angeles.
Gibbs, Carlie .....	Alleghany.	Trefethen, Nettie .....	San Pedro.
Gill, Ellice .....	Springville.	Trotter, Margaret .....	Fillmore.
Graves, Edith .....	Los Angeles.	Tunison, Arthur .....	Westminster.
Hanson, Margaret .....	Los Angeles.	Wallace, Elsie .....	Los Angeles.
Hawley, Mary .....	Los Angeles.	Weldon, Gertrude .....	Los Angeles.
Hickcox, Ida .....	Etiwanda.	Worthington, Ethel .....	Los Angeles.
Hughes, Lulu .....	Downey.	Yager, Jennie .....	Sherman.
Hutchinson, Juliette .....	Los Angeles.	Yoder, Lizzie .....	Shorb.
Johnson, Mildred .....	Rosedale.		Total, 53.

Number of students in Middle C class .....	50
Number of students in Middle D class .....	53
Total number of students in second year .....	103

## FIRST YEAR—JUNIOR A.

Ball, Ivan .....	Woodville.	Brierly, Mattie .....	Los Angeles.
Baxter, Ella .....	Compton.	Clarke, Leo .....	Los Angeles.
Bingham, Laura .....	Los Angeles.	Cobb, Octavia .....	Overton, Nevada.
Boehucke, Franziska .....	Prospect Park.	Cockrill, Jessie .....	Los Angeles.
Bole, Myrtle .....	Kernville.	Coughran, Fred .....	Goshen.
Boothe, Florence .....	Colton.	Craig, Ella .....	Los Angeles.
Borthick, Freddie .....	Tropico.	Culver, Emma .....	Duarte.
Bradley, Iva .....	Los Angeles.	Day, Dorothy .....	Los Angeles.

## FIRST YEAR—JUNIOR A—Continued.

DeWitt, Bessie.....	Norwalk.	Nolan, Helen.....	Los Angeles.
Dolland, Jessie.....	Norwalk.	O'Connell, Ida.....	Los Angeles.
Evans, Odelle.....	Los Angeles.	Paddock, Clarence.....	David, Iowa.
Flood, Eva.....	Los Angeles.	Pahl, Alice.....	Los Angeles.
Frances, Corinne.....	Los Angeles.	Patterson, Maud.....	Florence.
Gade, Laura.....	Anaheim.	Pedely, Gertrude.....	Santa Ana.
Goode, Fay.....	Glendale.	Phillis, Ethel.....	Los Angeles.
Harwood, Josephine.....	Los Angeles.	Pinger, Myrtle.....	Los Angeles.
Hickson, Olive.....	Los Angeles.	Reinhard, Lottie.....	Prospect Park.
Hossafous, Wealthy.....	Los Angeles.	Robinson, Annie.....	Kernville.
James, Inez.....	Whittier.	Rose, May.....	The Palms.
Johnson, Stella.....	Riverside.	Smith, Floyd.....	Delaware, N. J.
Killian, Mary.....	Sherman.	Thompson, Alice.....	Los Angeles.
Mathis, Earle.....	Los Angeles.	Tinkham, Grace.....	Laton.
Matlack, Idela.....	Talbert.	Truitt, Daisy.....	Los Angeles.
Martin, Florence.....	La Costa.	Turner, B. J. ....	Lower Lake.
McCormick, Lottie.....	Los Angeles.	Weber, Elizabeth.....	Los Angeles.
McMartin, Edna.....	Springville.	Wilson, Alma.....	Garvanza.
McMillan, Jane.....	Arlington Place.	Witman, Amy.....	Los Angeles.
Moodie, Ethel.....	Los Angeles.		Total, 56.
Myers, Mabel.....	Eagle Rock.		

## FIRST YEAR—JUNIOR B.

Adams, Delia.....	Los Angeles.	Mark, Ethel.....	Los Angeles.
Akins, Eva.....	Los Angeles.	McCall, Emma.....	Los Angeles.
Bathey, Alice.....	Los Angeles.	McCormick, Frances.....	South Pasadena.
Beach, Alice.....	Los Angeles.	McEuen, Etta.....	Winchester.
Bedford, Mattie.....	Los Angeles.	McGirk, Emma.....	Westminster.
Beesemyer, Gilbert.....	Prospect Park.	Miles, Gertrude.....	Lincoln Park.
Boyle, William.....	Los Angeles.	Moore, Alice.....	Los Angeles.
Bradley, Alma.....	Los Angeles.	Pates, Mabel.....	Prospect Park.
Branscom, Pearl.....	Norwalk.	Ratcliff, May.....	South Pasadena.
Brown, Abbie.....	Los Angeles.	Reynolds, Anna.....	Los Angeles.
Cassels, Margaret.....	Toluca.	Ritchie, Georgia.....	Los Angeles.
Crary, Katherine.....	Denver, Colorado.	Shrewsbury, Mary.....	Orange.
Erbes, Lydia.....	Prospect Park.	Shultz, Maude.....	Avalon.
Fagan, Etta.....	Santa Paula.	Smith, Alma.....	Thompson.
Garey, Eugenia.....	Los Angeles.	Smith, Charles.....	Delaware, N. J.
Geddes, Mary.....	Fresno.	Smith, May.....	Cienega District.
George, Bessie.....	Los Angeles.	Tryon, Lulu.....	Los Angeles.
Haines, Hattie.....	Eckley, Oregon.	Tuttle, Alma.....	Perris.
Hare, Sadie.....	Los Angeles.	Tweedy, Calla.....	Florence.
Heffner, Corinne.....	Gardena.	Vedder, Charles.....	Norwalk.
Heil, Vive.....	Bolsa.	Wade, Edna.....	Los Angeles.
Herkelrath, Caroline.....	San Bernardino.	Westfall, Perle.....	Ventura.
Holser, Laura.....	Lemoore.	Wilson, Romaine.....	Saticoy.
Knowles, Celia.....	Los Angeles.		Total, 48.
Louthian, Laura.....	Etiwanda.		

Number of students in Junior A Class..... 56

Number of students in Junior B Class..... 48

Total number of students in first year..... 104

## KINDERGARTEN TRAINING DEPARTMENT—SENIOR YEAR.

Bailey, Florence .....	Los Angeles.	Kirk, Alice ....	Los Angeles.
Bumiller, Emma .....	Los Angeles.	McCormack, Blanche .....	Los Angeles.
Carvell, Juliet .....	Los Angeles.	Morgan, Agnes.....	Los Angeles.
Darcy, Leah .....	Los Angeles.	Parker, Cora .....	Los Angeles.
Dobbins, Gabrielle .....	San Gabriel.	Slosson, Edna .....	Nordhoff.
Dryden, Ada .....	Los Angeles.	Vestal, Sadie .....	Whittier.
Dunkelberger, Gussie.....	Los Angeles.	Ward, Katherine.....	Los Angeles.
Gage, Mary .....	Long Beach.	White, Annie .....	Pasadena.
Harden, Isabel .....	Los Angeles.	Young, Lottie.....	Los Angeles.
Harwood, Grace.....	Los Angeles.	Total, 19.	

## JUNIOR YEAR.

Allen, Blanche.....	San Diego.	Patterson, Mabel.....	Los Angeles.
Allen, Grace.....	Los Angeles.	Pratt, Marie .....	Los Angeles.
Amsbury, Cassie .....	Los Angeles.	Rush, Helen .....	Los Angeles.
Babcock, Mary .....	Los Angeles.	Savage, Ada .....	Los Angeles.
Dilworth, Florence.....	Los Angeles.	Scales, Katherine .....	Whittier.
Dimmick, Carrie .....	Los Angeles.	Swartz, Maude .....	Chicago, Illinois.
Dobbins, Elsie .....	Los Angeles.	Washburn, Marion.....	Los Angeles.
Elmendorf, Mae.....	Los Angeles.	Wheeler, Frances .....	Long Beach.
Holywell, Florence .....	Los Angeles.	Wickersham, Jessie .....	Los Angeles.
Keach, Minta .....	Los Angeles.	Total, 20.	
Metcalf, Ruby .....	Los Angeles.		

Number of students in Senior Class .....	19
Number of students in Junior Class .....	20
Total number of students in Kindergarten Training Department.....	39

Total number of students in Normal School .....	544
Total number of students in Kindergarten Training Department.....	39
Total number of students in Normal School and in Kindergarten Training Department .....	583

## NUMBER OF PUPILS IN MODEL AND TRAINING SCHOOL.

Number of pupils in Ninth Grade .....	27
Number of pupils in Eighth Grade .....	31
Number of pupils in Seventh Grade .....	32
Number of pupils in Sixth Grade.....	27
Number of pupils in Fifth Grade .....	26
Number of pupils in Fourth Grade .....	35
Number of pupils in Third Grade .....	30
Number of pupils in Second Grade .....	45
Number of pupils in First Grade .....	51
Number of pupils in Kindergarten .....	54
Total number of pupils in Model and Training School .....	358

Total number of students in Normal School and Kindergarten Training Department .....	583
Total number of pupils in Model and Training School .....	358
Total number enrolled.....	941

## GRADUATES.

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### CLASS OF FEBRUARY, 1901.

Abbott, Arthur	Doss, Grace	Peirce, Minnie
Adams, Mabel	Elden, Edna	Peters, Millie
Adams, Rallah	Hillsworth, de Grace	Pettis, Maude
Allen, Blanche	Fishburn, Rosetta	Pollans, Kate
Allen, Mary	Frackelton, Lena	Randall, Nellie
Baker, Josephine	Goodrich, Sue	Redmond, Ella
Boquist, Cora	Harrington, Helen	Rolfe, Banna
Breen, Nellie	Holmes, Dorothy	Segerstrom, Christine
Brunson, Mae	Hornbeck, Stella	Smith, Jacintha
Clarke, Emily	Luttge, June	Stewart, Guy
Collins, Laura	McGill, May	Stuart, Grace
Cunningham, Ida	Merrill, Frank	Travis, Isabel
Davis, Maude	Newell, Florence	Variel, Lora
Day, Jessie	Palmer, Winnie	Whitaker, Forrest
Dickey, Mabel	Papina, Josephine	White, Gertrude
Dickson, Etta	Patterson, Mabel	
		Total, 47.

### NUMBER OF GRADUATES SINCE ORGANIZATION.

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	49
8. Year ending June 30, 1891.....	72
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	93
11. Year ending June 30, 1894.....	76
12. Year ending June 30, 1895.....	84
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	55
15. Year ending June 30, 1898.....	88
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	114
18. Class of February, 1901.....	47
Post graduates.....	8
Total number of graduates.....	1,176